

MARCH, 1955

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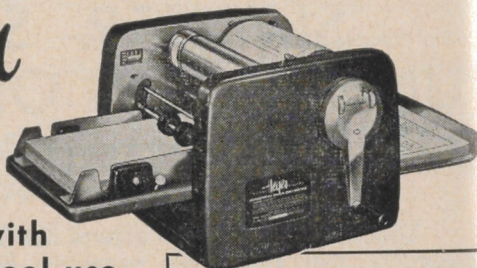
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MARCH, 1955

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COVER STORY

Our cover picture is of Dr. John W. Barnett, general secretary-treasurer of the Alberta Teachers' Association, from 1918 to 1946. The ATA motto "Magistri neque servi"—"Masters not slaves" was John's concept of the teachers' role in society.

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THE PROVINCIAL BUDGET

Alberta's largest budget calling for total expenditures of \$222,963,072 is highlighted by a forecast of a \$34,411,365 expenditure on education. This represents an increase of \$12,073,255 over last year's budget expenditure on education. In his budget speech, the provincial treasurer, Hon. C. E. Gerhart, noted that the education budget was 28.27% of the total estimated expenditures.

Speaking on the subject of the increased appropriations for education, Provincial Treasurer Gerhart noted that:

- total school grants will be increased by \$11,600,000 to a total of \$29,360,000,
- \$18,160,000 of the total grants will be operational grants, which may closely approximate 50% of the aggregate operating costs of all Alberta school boards during the ensuing year,
- \$4,500,000 of the total grants will be capital construction grants,
- \$6,600,000 of the total grants will be allocated to a new school tax-reduction subsidy grant,
- as a matter of policy, the government will increase operational school grants by \$2,000,000 per year for the next five years.

The actual increases over the last education budget appear to be \$3,900,000 in operational grants, \$1,000,000 in capital construction grants, and the new tax-reduction subsidy grant of \$6,600,000. Operational grants will be distributed according to a revised operational school grants' formula. The increase in capital construction grants is accounted for by a \$1,000 increase in the per-classroom grant and by provision for school boards to do all their debenture borrowing from provincial funds.

The very large increase in the education budget will be welcomed by municipal taxpayers. It is apparent that the bulk of increased provincial financial assistance to municipalities will be concentrated in the new \$6,600,000 school tax-reduction subsidy.

Increases in operational grants will be accounted for by both the natural increase due to enrolment and classroom expansion, and by any increases in the various items of the operational school grants'

formula. It is not known yet just what proportion of the forecasted increase of \$3,900,000 will be absorbed by the increased numbers of pupils and teachers in Alberta classrooms.

School boards will welcome the capital construction grant increase of \$1,000 per classroom and the provision for debenture borrowing from provincial funds at favourable interest rates.

Reaction to the new school tax-reduction subsidy will not be as favourable. School boards and municipalities alike were expecting aid from provincial revenues which would be under their control rather than under the provincial control. As it stands, the new grant is conditional and in effect imposes a very large element of provincial control on school boards' financial policies. There will be general concern that the workings of the tax-reduction subsidy will prove to be an impediment to even normal growth in school systems.

As outlined by the provincial treasurer, the subsidy is a direct attempt to reduce school requisitions for operating purposes to 25 mills over the whole of the province. If a school district, division or county cannot reduce its requisitions this year, the government will pay up to 30% of any increase not exceeding five mills. School boards which do reduce their requisitions in 1955 from 1954 figures will qualify for a subsidy in the amount of the difference between 25 mills and the 1954 requisition rate on current assessment. Adjustments will be made for previous deficits, and for capital expenditures out of current revenue during 1954.

At first glance, we wonder how practical the idea of reducing school requisitions will be. In a province which is expanding as rapidly as Alberta, it is certain that most school districts, divisions and counties are increasing in enrolment, staff and plant. In theory, school boards will have the choice of trimming costs extensively to qualify for the tax-reduction subsidy or, if they are compelled to increase their requisitions, accepting considerably less help proportionately. From a practical point of view, most boards will be forced to make the second choice.

We must admit that we are concerned with the implications of this tax-reduction subsidy. Does it indicate a "lower-the-cost-of-education" policy? If it does, how compatible is that philosophy with the reality of the growth of our province?

Jubilee Issue

The June issue of *The ATA Magazine* will commemorate **Alberta's Golden Jubilee**. The issue will use a special cover and feature articles and biographies significant in the record of this province's history.

THE TEACHER AS

—needs to pay more attention

YOU will find here little that is strikingly original, though perhaps it is significant. The subject concerns many very common problems we have to deal with from day to day; some of them are so common we may consider them quite insignificant. However, I believe that we can find in them plenty of challenge to professional thinking of the very highest order.

The November 1954 issue of *The ATA Magazine* carries a report of a speech delivered by Mr. T. M. Stinnett to the Education Communications Workshop in Albany, New York last June. One of his remarks was as follows: "For the next ten years at least, the state associations are going to have to be concerned, more concerned than they have been, with the task of helping teaching become a profession. Either we become a profession or we don't."

His speech was concerned largely with problems of certification, the formal requirements for entry into teaching. These matters have received a great deal of emphasis and rightly so. There is, however, another aspect of this question which is I believe all too often neglected namely, what distinguishes the teacher as professional from the non-professional who may be in charge of a classroom.

My premise is that teaching is a profession. There is no need to wait ten years to have it so regarded. True, our profession faces many problems which other professions do not have to deal with. Education everywhere is under the control of governments. Governments as we know are extremely prone to put political expediency ahead of professional values. In this province,

the inauguration of the six weeks' course implies a failure to discern clearly the function of the teacher and the great importance of proper professional training. Teachers, by and large, are employed in groups, and must bargain for salaries instead of setting fees for their services as do the members of other professions. The conditions under which teachers work are imposed upon them, rather than created by them. These problems may obscure the very important fact that teaching is a profession.

Professional status imposes very serious obligations upon all who seek it. Our claim to such status has certain unavoidable implications for every teacher. I believe that our failure to see these implications is a major cause of the public's failure to give to education the status we think it deserves. I propose to examine here some of the implications in the statement that teaching is a profession and teachers, therefore are professionals.

Professional attitude towards criticism

Education is under fire today as never before. Criticism comes from many quarters directed against many aspects of education. Our rather guilt-laden society finds in education a convenient scapegoat for its many sins. The schools are blamed for their failure to teach all children to read with the skill of a Charles Laughton, to compute in the manner of an Einstein or to write like the average newspaper editor.

The schools are blamed because many people are irresponsible, selfish, and thoughtless, and because some of them are criminally inclined. There is hardly

A PROFESSIONAL

educational research

H. E. PANABAKER

an ill of modern society which hasn't been diagnosed by someone, somewhere, as a symptom of the failure of the school to instruct, to enlighten, and to inspire. How shall we deal with this criticism?

Some weeks ago, the daily press carried a report of an address given by the Minister of Education before a group of student teachers at the University of Alberta. Mr. Aalborg is reported as saying: "The public is inclined to fall a little too easily to a lot of adverse criticism without stopping to ask who is making the criticism and why."

This represents an essentially political rather than a seriously professional attitude to criticism. If your critic is powerful enough, if he commands a pressure group that is vocal enough, if he controls a big enough block of votes, then listen to him carefully and attend to his criticism. But there is no mention, at least in this remark, of the question which the professional deems to be most important, namely, "What is the nature of this criticism and upon what is it based?" The professional is concerned not with who or why but with what. True the utterance of a person who has a real claim to speak with authority in any field will usually receive a very ready first hearing. However, the professional will not accept authority in the place of reason nor permit authority to prevent a most careful examination of the utterances of authority. Neither is the professional unresponsive to criticism

that comes from unlikely sources for he knows that he has no monopoly on understanding and wisdom. The professional listens carefully to criticism and continually uses his training to evaluate it and to modify his procedures when modification seems proper.

Our profession has tended to react defensively by rationalization or name calling. We point out that weaknesses in society must be reflected in weaknesses in the schools. We show that the breakdown in home and family life, so regrettable a feature of modern society, has tremendously increased the burden of the schools and prevents their functioning as well as we would like. Sometimes we evade the issue entirely and retreat into educational double-talk, trapping our lay critics in the mazes of a technical vocabulary. In such cases we leave them not enlightened and convinced but unanswered and resentful.

This situation has had some most unfortunate results. It has made many teachers feel that they, personally, are under attack. It has emphasized and exaggerated out of all proportion the healthy differences of opinion about philosophy and method which must prevail in our profession if it is to remain alive. It has given an almost pathological significance to those two excellent words, progressive and traditional. It has undermined the confidence of the public in its teachers and in its schools.

Instead of railing at our critics because of this, we should listen carefully to what they say, evaluate it as objectively as possible, and modify our procedures where unbiased evidence shows the need for change. This is especially

true concerning the aims and purposes of education. It is not so true concerning methods and techniques, for efficient methods and techniques can be established by careful research and are not open to argument. But the aims of education should be set by society as a whole. They are not the prerogative of a group of specialists in Calgary or in Edmonton. The products of education go out into business and industry and business and industry should be constantly evaluating those products. Education on its side should be aware of these evaluations, should study its own processes in order to correct the weaknesses that may be revealed.

Another type of criticism that is exceedingly difficult to deal with is the criticism directed against an individual teacher by an individual parent or student. Handling this requires a great deal of skill. It is of immense public relations importance. How this kind of criticism is handled directly affects the status of teachers and teaching in the community. A parent, angry, bewildered, worried, wondering what it's all about, comes to school to find in some way the solution to his problem or satisfaction for his grievance. Such a parent should receive the best professional treatment possible. Teachers, as professionals, should be skilful in dealing with people; yet, it is probable that our professional preparation is most lacking in this area. The sign of the professional in such matters is a complete acceptance of the other person as an individual with a right to his own feelings and opinions. Coupled with this should be a complete refusal to be defensive, to answer blame with blame. The teacher, as a professional, maintains his objectivity. This requires a high degree of skill.

A criterion of a profession

One important criterion of a profession is that its practitioners possess a specialized body of knowledge and skills. If we seek professional status, our day to day work in the classroom

must reveal that we do, in fact, possess specialized skills and knowledge different from those possessed by the layman. Is it perhaps possible that the misconception basic to the six weeks' program is the result of the failure of a considerable number of teachers in Alberta and elsewhere to display in their work in the classroom, in their teaching of various subjects and in their handling and disciplining of boys and girls that they did possess specialized skills and knowledge above and beyond those possessed by the general run of ordinary citizens? How could the idea arise that anyone can teach if there hadn't been pretty general evidence that what went on in the classroom required no more skill and knowledge than the average intelligent person possesses? That idea can be destroyed by high professional performance alone. No amount of propaganda however skilful or however expertly directed will serve here.

Professional preparation

I think, of our sister professions of law and medicine, of the great amount of preparation that precedes the lawyer's day in court or the doctor's hour in the operating room. Our profession stands or falls upon the kind of preparation we make for our day in court. Preparation is of two kinds: general and specific. Neglect of either of these gives support to those who say that teaching requires no special training and deserves, therefore, the remuneration given to other unskilled occupations.

Effective preparation is not easy. It involves much reading and study and careful planning. There is so much to learn. It is quite unreasonable and impossible to expect that any teacher should master all phases of education; but it is reasonable and it is possible to expect that every teacher should devote some time to systematic study, should give some regular attention to his own professional growth. It is only thus that teachers as professionals emerge.

Careful specific preparation for each

day's work is essential. No lawyer goes to plead in court without a careful study of the case, without reviewing all the relevant precedents, without carefully planning his procedure. No doctor undertakes an operation without a careful review of the case data, without a full assessment of the various factors involved, without careful preparation for all eventualities that may occur.

So the teacher, as a professional, makes sure before he enters the classroom that his objectives for the day are clear, that he has prepared suitable procedures, that he is ready for anything that may develop. Brilliant extemporization is not enough; when the extemporization is not brilliant it is inexcusable.

From leech to doctor

There was a time when the practice of medicine was governed by superstitions and enshrined in the craft of the medicine-man or priest; when ills were attributed to demons to be exorcized by chants and rituals. It is not too long since blood-letting was universally regarded as the cure for almost every ill. Not for nothing was the physician of the middle ages known as the leech. Even in my boyhood, a very general cure for childish ailments in the part of Ontario where I grew up was a tea brewed from bitter herbs. I can taste that tea yet. Along with it went belief in charms and various formulas for preserving health.

The slow growth of the profession of medicine from such beginnings and through such a history to the position it now occupies is an example of what dedicated people can do who realize what their calling can be. It was not done overnight and it was not done easily.

There were many times when workers in the field were divided into many camps, when arguments about the pre-eminence of one theory or another seemed more important than the patient's welfare. Many times, as in the Crimea,

Harold E. Panabaker is director of Junior High Schools and supervisor of guidance for the Calgary Public School Board. This is a reprint of his challenging address to the Calgary City Convention early in February.

the profession had to be jolted out of the ruts of self-complacency. But gradually with the spread of scientific knowledge and insights which it fostered, the medical profession has attained its present regard and importance.

From rote-learning to education

I mention this because we in education have to go through much the same progress. The training of children has been the prerogative of all adults since the origin of man. Age and wisdom have been deemed synonymous so that any older person may be safely entrusted with the training of any younger one. In consequence, there is widespread resistance to the accumulated scientific knowledge of the way youngsters develop, of the way they learn, and why they behave as they do. Most people respect the doctor's special knowledge regarding physical health, disease symptoms, and other aspects of his profession; but even the most unlearned are likely to be stubbornly arrogant with regard to the best way to teach children to read or to make boys and girls grow into mature, self-reliant adults.

The teacher is caught up in this in several ways. He is himself a product of the society in which he lives and has absorbed these ideas and attitudes as he grew up. He reflects his handling whether it was good or bad. He tends to perpetuate it. His professional understanding is often impaired because he rejects, unconsciously perhaps, the research findings and the ideas and practices growing out of them, which are

(Continued on Page 44)

The Parent Problem

GRACE C. WEBBER

A winter rain beat against the drug store window and ran in ribbons down the sign-cluttered glass. The odor that met me at the door was that of drugs, wet raincoats, and hamburgers too long cooked. As I seated myself at the counter I noticed a group of women around one of the tables. On second glance I saw they were teachers from my children's school. It was Friday, for which I knew they were thankful, and they talked unhurriedly over second cups of coffee and empty coke glasses. They had failed to recognize me in my old rain garb so I listened to snatches of their conversation as I drank my coke.

"I wish the mothers would stay home and stop coming to my door mornings and afternoons," said Miss Allison, the first grade teacher. "You'd think that their spin dries, bridge clubs, deep freezes, and offspring would keep them busy enough so they wouldn't darken my door every time it's opened."

"I know what you mean. 'How is Betty adjusting to the group?' 'I'm worried about Roger's reading.' 'Is there anything I can do at home?' 'Is Judy improving in her arithmetic?'" This came from Miss Billings and I was one of the most miserable offenders for Judy is my child. I was worried about her arithmetic. I had a feeling that my Judy was learning a lot of hokus pokus and symbols that didn't mean much to her. At least, to my discerning eye, her ability to accumulate nickels and dimes for comic books and candy bars had little kinship with second grade arithmetic.

"I don't have the come-to-the-door parent problem," said Mrs. Wells, the sixth grade teacher. "I wish I did. I

have some problems I would like to talk over with my parents but they don't come when I invite them. I guess they lose interest by the time their children reach my room."

I looked out under my hat to see who else was at the table. Mrs. Brady, the kindergarten teacher, made the fourth. She sat twisting a coke straw into shapes and listening intently.

"I think a lot of this parent problem is our own fault," she said. "Jean says the parents have lost interest at the sixth grade level. Maybe it is because we have shut them out down in the early grades. I've been thinking about this all fall and I'm going to do something about it. Perhaps if we asked them in they wouldn't beat our doors down. I'm going to have an open house next week and see what happens."

"Oh no, not that! Let's not have any more visiting, I've just recovered from American Education Week," laughed Miss Allison.

Five-year-olds entertain

The beginning of a parent guidance program? Yes, at the time I thought it was. I think Mrs. Brady's remark, "perhaps if we asked them in," started the whole thing. She did ask us in and things really happened after that.

I had a child in Mrs. Brady's room that year. A few days after the drug store incident, she phoned and asked me to help the children on the coffee committee for the open house. I was there ahead of time and definitely curious about the duties of a kindergarten coffee committee. Much to my surprise my six young coffee tenders were most efficient. They helped me count the cups of water, they helped me measure

the spoons of coffee, and they watched attentively as we set the pot to boil on the hot plate in the cloakroom.

"Mrs. Brady said we were to put ten cups on each tray," said one future chairman.

At her last word six pairs of hands started unpacking cups while I offered silent prayer. But they seemed to know what they were about and while they were functioning so expertly I poked my head out of the door to see what else was going on. A group by the door was arranging their service table. They spread their cloth carefully and crookedly, put a green paper Christmas tree of their own creation in the middle, piled some napkins around, and trundled off to return with two crusty, brown gumdrop cakes. They plumped these on each end of the table and surveyed everything with an air of satisfaction.

"Who baked the cakes?" I asked my committee.

"We did," answered one of the boys, who went on unwrapping coffee cups as though baking a gumdrop cake was a mere nothing.

"Did they come in boxes?" I asked.

"No," answered a little girl with that please-drop-dead look in her eye. "We made them. Mrs. Brady said we started from scratch. We stirred the butter, measured the sugar, sifted the flour, and cut up the gumdrops. Gee, it was fun!"

Yes, it sounded like fun. But I couldn't believe they had done it, any more than I could believe they would pour coffee without burned fingers and spilled cream. But they did that too, and the affair was a great success. As I watched more than thirty children give a party, I felt a little guilty over shooing my two out of the kitchen because they made me nervous. I guess some of the other mothers felt the same way because I heard several of them ask Mrs. Brady how she managed it.

"Would you like to come in some morning after the holidays and watch us work?" Mrs. Brady asked.

"I would like to very much," I said, "that is if we won't upset things."

Mrs. Brady assured us we would not upset a thing and after a trip around the room once more for a good look at the children's work, I gathered up my young arrow and started home. It had been a pleasant morning, it had been an interesting morning, but it had also been a baffling one. I guess I didn't know too much about the modern school. I suppose that was why I and the others were beating down the doors with our questions. Our children were not learning the way we did and somehow it didn't seem right. But when I stopped to think about it, such things as jet planes, TV dinners frozen in a box, cars that shifted their own gears, and stockings that dried in minutes had not existed when I was five years old. Education should be different for children who play at flying rocket ships to the moon and who will be citizens of an atomic age. Education for my children should not be like mine I told myself, but at the same time I felt I would like to know more about this modern education.

Our study begins

After Christmas the invitation for the visiting day came from Mrs. Brady. When I arrived at school on my morning to visit I was greeted by Miss Lewis, the principal. She asked the mothers, who made up our small group for the day, into the library and talked to us about kindergarten. Then she gave us each an observation sheet with the things we were to look for neatly listed. Some of the items were the attractiveness of the room, evidence of readiness for reading, use of numbers, the ability of the children to work together, and their ability to make worthwhile choices and solve problems. Miss Lewis asked us to notice the emotional as well as the physical atmosphere of the room.

"This is a modern learning situation where democratic living is supposed to take place," was her closing remark to us, "watch and see if we are doing the job. See if the children are free to express ideas or if all the planning comes from the teacher. By democratic living

we do not mean freedom from controls. Look for the controls too, I am certain you will find them."

As she tucked us into the corner of the kindergarten room where we were to watch she called our attention to the space at the bottom of the observation sheet for questions and comments. I felt certain that I would not put one pencil mark in that space. It had begun to dawn on me that this business of teaching was no tongue-in-cheek procedure and something I knew little about. However, as the morning worked along and things began to happen I found that I did have questions and when we were ready to leave I had not only filled the space for comments but had written on the back of the sheet as well.

As I walked home from my morning of observation I wondered what would happen next. I knew something would for it seemed that Mrs. Brady was definitely going to ask her parents in, now that she had started.

The next week the room mother called to say that Mrs. Brady would meet with the mothers who had visited and talk over our questions and comments. It was a good meeting. I had never heard a group enter into a discussion so freely. We had so many things to talk about that we could not get them all said in such a short time. Before we left we organized a study group. It was an informal group, no officers, no dues, no refreshments and none of the other trappings that so often defeat a good purpose.

That winter we met six times. Two of our meetings were at night so the fathers could get in on the discussions. We talked about manners, food problems, fears, responsibilities for the young child, and the fine arts. We discussed the family as a unit and, last but not least, love. We thought, as parents, we knew all about that, but it took one whole session to make some of us realize that we didn't know the full meaning of the word. We talked about our children in a more constructive way than we

Mrs. Webber is a kindergarten teacher in Lexington, Kentucky. This article is an *Education Communications Service* feature.

ever had before. And of course we read. You cannot get into a group like that and not read at least one book or article.

Miss Allison met with us and I was a little surprised at that since she did not seem too enthusiastic about visitors. But there she was with pencil and notebook, writing as fast and hard as Mrs. Brady.

"You girls going to write a book?" I asked after our last meeting.

"No," answered Miss Allison, "Betty Brady has convinced me that we need to know more about the children we teach and we are taking notes on the subject. You will probably get all you have said back on an interview sheet next year."

"These discussions have helped us so much," said Mrs. Brady. "We have found out the problems you have at home and now we can fit them into the ones we have at school. Next fall we will have many questions to ask you parents about your children."

As I left school that afternoon I remembered the rainy Friday in the drug store. Teaching was like everything else. The really good things did not come from a well chosen committee around a mahogany table. They often had much smaller beginnings.

Before school was out the kindergarten parents received an evaluation page to fill out. We were asked to say just what we thought of the year's program and return it to Mrs. Brady. My husband and I went over the questions together and answered them with thought and sincerity. While there were some things we felt could have been better, we had been given so much we answered the questions with less antagonism than we would have had the previous year. Parent guidance? No. I think Mrs. Brady set up a program of parent inclusion, and we liked it.

Nutrition Education

A. CORINNE TRERICE

AS long as there have been schools and teachers, there has been nutrition education. It has not always been recognized or even intended as such, for the words nutrition, nutritious and nutritionist are still haltingly spoken in mysterious tones. Fortunately though, we have made tremendous strides in our methods and approach to nutrition education in the past fifty years.

Some will remember the indirect and subtle references to food in school music classes during the late 1800's. Instead of merely memorizing the letters designating the various keys, E, G, B, D, F, the pupils were taught to say "Eat Good Bread Dear Father." During the same era, a slightly more direct approach to health education was made through the "Primer," as the pupil was taught to read. Many will have vivid recollections of this quotation—"Tom is fat, Tom eats two eggs a day."

Evidently in those days good health was associated with being fat. The children were encouraged to eat as "Tom" ate, so they too would be "fat" (and thus healthy!). Similar lessons were taught as the pupil progressed from grade to grade. In some of the higher grades the impressive subject "Physiology" was taught from a textbook by the same name. At the end of some chapters, brief mention was made of the need for eating "good" foods.

In those same early days, many children carried lunches to school. Bread and 'lasses (the bread invariably homemade, and the molasses carried in a small bottle filled from the big brown jug) were probably the most common lunch bag foods. Sometimes the bread was spread with homemade butter. Often

it was not. The teacher was probably not aware of the excellent teaching opportunities provided by the lunch period. Little, if any, attention was paid to the content of the lunch bags. The teacher himself (or herself) often went "home" at noon for a hot boarding-house meal.

Good eating habits

Gradually the significance of teaching good eating habits as part of a health education program has been recognized. We have progressed through the stages of memorizing a list of daily health rules; presenting health plays at school closings; learning how foods are produced and processed; studying the "uses" of foods in our bodies; introducing Home Economics classes into school curricula; using school lunch programs as teaching media; and gradually introducing an integrated program of nutrition and health teaching into school programs. Progress has been slow. The efforts expended by a few pioneering leaders in the campaign for more and better nutrition education have been almost inestimable. There have been many positive results of these efforts, but unfortunately they do not equal the efforts required to earn them.

Today we have federal and provincial government health departments, whose trained personnel are constantly advising, guiding and instructing in health and nutrition education. Following experiences gained during World War II, increased emphasis was placed upon nutrition and health education by government and voluntary health organizations. These departments are now sources of nutrition teaching guides, pamphlets and booklets, nutrition posters, filmstrips,

films and other visual and audio teaching aids.

Today most school curricula include some reference to food and nutrition. In some cases the subjects are taught as part of physical and health education programs. In other cases the nutrition instruction is based upon and built around the school lunch program. In at least one province emphasis is placed upon health, physical education and nutrition teaching through the Junior Red Cross branches.

As the pupil reaches the higher grades in elementary school and ultimately passes into high school, additional opportunities are provided for nutrition education. Most often, for boys and girls, these are part of a health and physical education program. Girls almost always receive some training in Home Economics, and of course a study of food and nutrition is included. Occasionally the boys are required, or allowed, to take these classes. In some schools, the classes are optional for both girls and boys.

High school cafeterias and lunch rooms would seem to provide an added opportunity for teaching better food habits. Dependent upon the enthusiasm and ingenuity of teachers and cafeteria supervisors, effective programs are carried out in some schools.

Nutrition education at the university school level is based entirely upon course selection by the student. Those specializing in Home Economics practise food preparation, learn fundamental nutrition and health facts, and are taught to relate these to practical experiences. Further specialization following university graduation leads to application of nutrition learning to hospital dietetics, community nutrition, industrial food service, home economics teaching, food research and other allied fields.

A basic fact

There is one basic fact underlying any appraisal, however superficial, of nutrition education in Canadian schools. In Canada, education is a provincial re-

sponsibility. Each province controls its own education system. Each province sets standards, trains teachers, administers and finances schools and develops curricula to suit its own needs and to promote its own economy.

In some subjects this may not produce outstanding provincial differences in curricula content. In nutrition and health teaching it does. It produces a heterogeneous collection of topics to be taught and discussed, practical experiences to be tried, and points to be stressed. It places the emphasis on a variety of different aspects and interpretations of what nutrition and health really are. But there is one heartening note. It seems quite evident that the aims and functions of each provincial health and nutrition teaching program are fundamentally the same.

Nutrition education is now recognized as a vital part of all health education. Its aims and functions include not only widespread acceptance of an adequate, well balanced, daily food intake during school years, but an establishment of correct attitudes, good habits and high ideals which will carry over into adult life. Thus health (including one of its most important components—nutrition) has progressed far beyond the status of a mere subject on a curriculum. Health has become a basic and integrating influence in the whole school program.

Can we define the school's responsibility in nutrition education?

The most important part of a school is the child. A school which truly educates, teaches the child rather than subject matter. The child cannot learn if the teacher is not familiar enough with the subject matter of the curriculum to fit it to the child's ability, learning capacity and experiences.

The success of any education program—nutrition or otherwise—thus depends upon the teacher. A printed curriculum can be effective only insofar as the teacher adequately interprets and capably implements the suggestions made by the department of education.

Perhaps, then, the responsibilities of any provincial department of education in the field of nutrition education are these:

- make nutrition education an essential part of every teacher-training program.
- include nutrition in every school curriculum, thinking of it only in terms of the child's total experiences at home as well as at school. Good food habits should be taught on the basis of total daily food intake—or more properly—on the basis of Canada's Food Rules. The necessity that each meal should contribute one third of the day's total needs should be stressed. Each food mentioned in Canada's Food Rules should be discussed in terms of its contributions to the total diet. No one food, because it is common and basic, should be neglected. This has sometimes been the case with bread and cereals. It is obvious they would not have been recommended as essential foods if their contribution in energy value, protein, vitamins and minerals was not necessary to the average diet of the average Canadian.
- be aware of the many places in the curriculum (other than the obvious places—Health and Home Economics) where good food habits and nutrition can be taught. These include other subjects like geography, social studies and arithmetic, as well as activities like school lunch programs, Junior Red Cross programs, home and school presentations and field trips.
- consider the influence of early nutrition education on the life and health of the entire family, of which the child is a part. Planned integration with family and community activities will bear fruit in a healthier, more successful social organization.
- home economics classes should not merely stress skills in care and pre-

paration of food or in the theoretical basis of food selection. They must carry the process a step further, so that the child realizes what health benefits will result from proper choice and preparation of food. Nor should these classes be made up exclusively of girls!

- in all nutrition teaching attention should be focussed upon the degree to which the child practises (at school and at home) the cumulative teachings at each grade level.

How do our Canadian schools measure up?

Only a detailed survey, by a well trained educator, could produce information which might help us to evaluate the present status of nutrition education in our schools.

There is no harm, however, in asking ourselves a few questions which might pin-point our thinking and spur us on to a more standardized and efficient program of essential health teaching.

What proportion of responsibility for nutrition and health education must be accepted by the home or by the school?

Should the school try to make up any deficiencies which occur in home teaching, or merely supplement home teaching and experience?

Since lunch is usually the only meal eaten at school, should more emphasis be placed upon the need for a good lunch than upon the importance of the breakfast and supper meals?

In view of the fact that many boys and girls of high school age practise poor food habits, should nutrition be taught as a specific subject in our high schools?

How much assistance from other government departments, voluntary organizations and industry-sponsored organizations should the schools expect or accept?

Conclusion

We have come a long way since the "bread an' 'lasses" days. For this we
(Continued on Page 59)

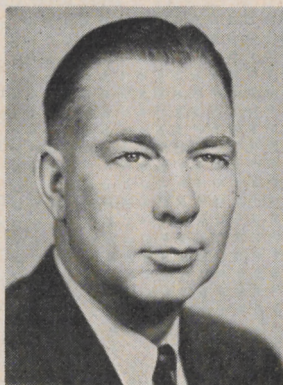
Plan to Attend . . .

The Alberta Teachers' Association Annual General Meeting

April 11, 12, 13, 1955

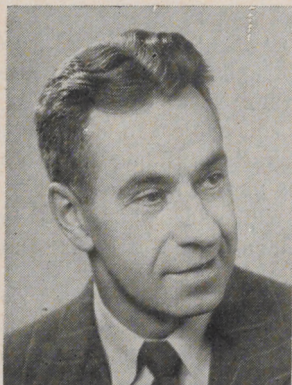
The Macdonald Hotel, Edmonton

He will preside



F. J. Edwards
President

**Chairman,
Resolutions Committee**



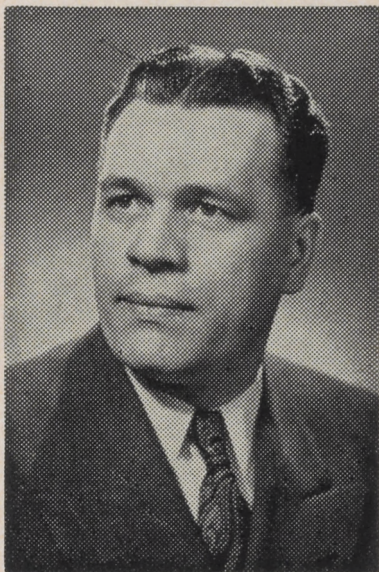
G. S. Lakie

**General Secretary
Treasurer**



Eric C. Ansley

Edmonton Welcomes Teachers



I am pleased to extend hearty greetings to delegates throughout the province who will be attending the Annual General Meeting of the Alberta Teachers' Association to be held this year in Edmonton.

It is always an honour for our city to be host to your organization. We realize fully the tremendous responsibilities of your members in guiding and educating our future citizens and we are deeply grateful for your outstanding efforts in this regard.

On behalf of the citizens of Edmonton, may I offer a sincere welcome to every delegate to your convention and wish the Alberta Teachers' Association a full measure of success throughout the coming year.

Wm. Hawrelak

Mayor

The City of Edmonton

Annual General Meeting Alberta Teachers' Association

April 11 - 13, 1955

Order of Business

Monday

- 9:00 Registration
- 10:00 Order
Address of Welcome
- 11:00 Minutes of 1954 Annual General Meeting
Appointment of AGM Committees
 - (1) Finance
 - (2) Scrutineers
 - (3) ResolutionsHearing of Fraternal Delegates
Reports
- 12:00 Adjourn
- 1:30 Resolutions
Electoral Ballot
- 3:15- 3:20 Recess
Resolutions
- 4:30 Adjourn
- 7:30 Financial Report—General Session

Tuesday

- 9:00 Resolutions
Reports
- 10:25-10:30 Recess
Resolutions
- 12:00 Adjourn
- 2:00 Resolutions
- 3:15- 3:20 Recess
Resolutions
- 4:00 Adjourn
- 6:30 Banquet: Address—Dr. M. E. LaZerte, former Dean,
Faculty of Education, University of Alberta

Wednesday

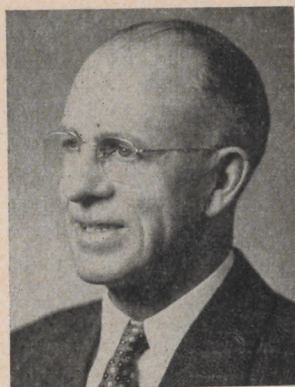
- 9:30 Reports
Resolutions
- 10:55-11:00 Recess
Resolutions
Counting of Ballots
- 12:00 Adjourn
- 1:45 Transportation Refunds
- 2:00 Resolutions
- 3:30- 3:35 Recess
Resolutions
Installation of Officers and District Representatives

God Save The Queen

Assisting table officers



Fred J. C. Seymour
Assistant General Secretary



W. Roy Eyres
Executive Assistant

Registrations, transportation and recording proceedings



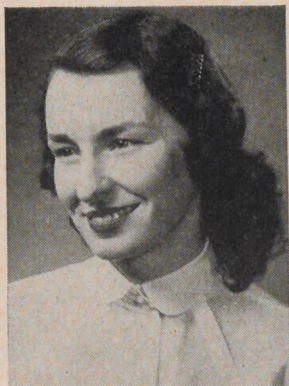
Catherine E. Berry



Frances Braun



Marian Allison



Betty Tremblay

Provincial Executive Elections

The following is a list of nominations of candidates for election to the Executive Council, for the term commencing Easter, 1955.

In cases where one complete nomination only has been received, the candidate will be declared elected by acclamation.

Position	Name	Nominated by
*President	George Suttie Lakie Lethbridge	Calgary City, Edmonton Elementary, Edmonton High School, Edmonton Intermediate, Holden, Lac Ste. Anne, Lethbridge City, Smoky Lake, Taber, Two Hills, Vermilion, and Westlock.
*Vice-President	Hugh John McKim Ross Edmonton	Acadia, Calgary City, Camrose, Clover Bar, Edmonton Elementary, Edmonton High School, Edmonton Intermediate, Holden, Lac Ste. Anne, Lethbridge City, Macleod, Ponoka, Red Deer, Smoky Lake, Spirit River, Strawberry, Sullivan Lake, Taber, Thorhild, Two Hills, Vegreville, Wainwright, West Jasper Place, and Westlock.
District Representatives		
South-western (2 years)	Kenneth Wilbert Bride Iron Springs	Lethbridge District.
	Robert Benson McIntosh Taber	Taber.
	Orzie David Steed Cardston	St. Mary's River.
*Calgary City (2 years)	Inez Kathleen Castleton Calgary	Calgary City.
Calgary District (1 year)	Ralph Lewis McCall Acme	Three Hills.
	Leonard Rice Workman Kathryn	Calgary Rural and Wheatland.

Central Eastern (2 years)	Malcolm Whitney McDonnell Camrose	Camrose, Hardisty-Provost, Holden, Killam, Vegreville, Vermilion, and Wainwright.
	John Douglas McFetridge Castor	Castor and Neutral Hills.
Edmonton City (1 year)	William Ellsworth Kostash Edmonton	Edmonton High School.
	James Warren Moseley Edmonton	Edmonton Intermediate and West Jasper Place.
	Arthur Roderick Penny Edmonton	Edmonton Elementary.
Edmonton District (2 years)	Roland Aime Lambert R.R. No. 2 South Edmonton	Clover Bar and Strawberry.
	Richard Frank Staples Westlock	Barrhead, Lac Ste. Anne, and Westlock.
	Ralph Ernest Zuar Evansburg	Edson.
North- eastern (2 years)	Nicholas J. Andruski Athabasca	Athabasca and Smoky Lake.
	William Thomas Worbets Lamont	Lamont and Two Hills.

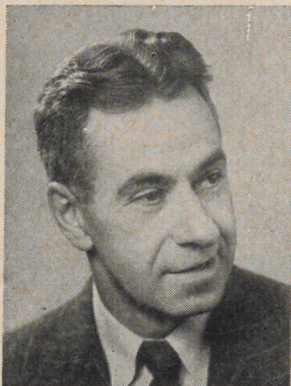
*Elected by acclamation

Notice re Ballots

Owing to the election by acclamation of the president and the vice-president, voting will take place in only those geographic districts in which two or more candidates have been nominated as district representative. Ballots will be mailed to teachers in the Southwestern, Calgary (District), Central Eastern, Edmonton (District), Edmonton (City), and Northeastern geographic districts.

Elected by Acclamation

President



G. S. LAKIE

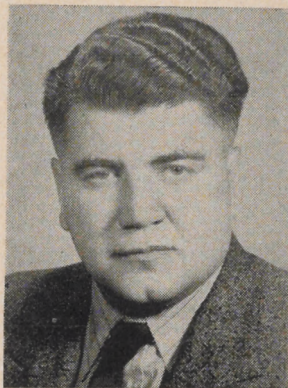
G. S. "Joe" Lakie has done all his teaching in Lethbridge. Of this 21 years' service 16 have been as principal of Fleetwood School. Mr. Lakie attended Calgary Normal School and has taken summer school work at the Universities of Alberta and Washington.

Mr. Lakie's executive ability is reflected in the various offices he has held. He is a past president of the Alberta Tuberculosis Association, Lethbridge YMCA Board, Lethbridge Kinsmen Club, and the Lethbridge Fastball Association. Mr. Lakie is now serving his fourth term as alderman on the Lethbridge City Council.

In the Lethbridge City Local Mr. Lakie has actively represented the organization as president for three years, at five Annual General Meetings, at the Banff workshop on pensions, and as chairman of the salary negotiating committee for seven years.

Mr. Lakie has served one term as district representative for Southwestern Alberta and one year as vice-president on the Executive Council of the Alberta Teachers' Association.

Vice-President



H. J. M. ROSS

H. J. M. "Kim" Ross is well known among Alberta teachers. Throughout the province, as representative of the bargaining agent and arbitration board member, he has proved himself an authority on collective bargaining. Salary policy committees are familiar with his booklet on that subject, and delegates to the Banff workshops in the last four years remember him as consultant on collective bargaining.

Kim's experience is not limited to this one field. His terms as president of three local associations have given him a broad insight into local problems. Regular attendance at Annual General Meetings, except during his service in the Royal Canadian Navy (V.R.) broadened his insight into provincial affairs. Kim is completing two years' service on the Executive Council of the provincial association.

Mr. Ross holds B.Ed. and M.Ed. degrees from the University of Alberta. He represents the Alberta Teachers' Association on the General Curriculum Committee and on the Alberta Advisory Committee on Educational Research.

Nominations for District Representatives

Southwestern

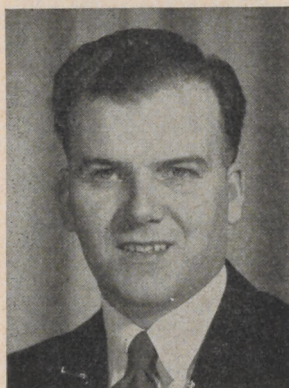


KEN W. BRIDE

Ken W. Bride has been teaching for eleven years in junior and senior high schools. For the past seven years he has been principal of the Iron Springs School. He received the degree of B.Ed. from the University of Alberta in 1953.

Mr. Bride has played an important part in the affairs of the Lethbridge District Local for the past ten years. His ATA experience includes the following: member of the executive committee of the local for six successive years and president for one year; member of the collective bargaining committee for seven years including one term as chairman; member of the public relations committee for one year; councillor to the Annual General Meeting three times; and representative to the pensions course at the Banff workshop.

In community affairs he is a director of the Picture Butte Lions Club and is serving his seventh year as secretary of the Iron Springs Home and School Association.



R. B. McINTOSH

Bob McIntosh, incumbent district representative for Southwestern Alberta, is a candidate for re-election. In his first year as a member of the provincial executive, Bob has devoted most of his free time to ATA work. In order to utilize the invaluable experience gained this year, he requests the support of the teachers of his district.

Bob McIntosh is a career teacher, vitally interested in all aspects of education and of our Alberta Teachers' Association. During his eleven years of teaching service, most of which has been in southern Alberta, he has been local president, vice-president, councillor to the Annual General Meeting, and, last year, the district representative. For the past four years, Bob has been a member of the Taber Local salary negotiating committee and for the last three years he has chaired that committee.

Within his own community Bob is a dynamic force. He is an active member of his church and his service club. Continued success of the district speech and music festival is due, primarily, to his work. Bob has lent his services to numerous local concerts and to a local ATA "Varieties Show."

**O. D. STEED**

Mr. Steed has been teaching for eighteen years in southern Alberta. He taught briefly in the Foremost and Taber Divisions, and for the past eight years has been teaching commercial subjects in the Cardston High School in the St. Mary's River School Division. Previous experience includes ten years as principal of Reid Consolidated School.

Mr. Steed took his teacher training at the Calgary Normal School and in 1939 he graduated from the University of Alberta with a B.Com. degree.

Besides being an ATA booster, Mr. Steed has been a member of the Lions Club for eight years, has acted as secretary of the Cardston Rodeo Association; and has served as a member of the Cardston Town Council for three years. He has been active in developing sports in young peoples' organizations and has coached provincial championship basketball teams.

Mr. Steed has been very active in ATA work, and his experience includes terms as sublocal president, representative to the local executive, two terms as councillor to the Annual General Meeting, and three terms on the St. Mary's River salary negotiating committee.

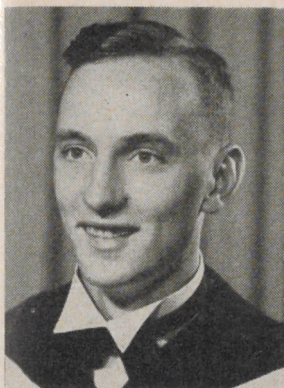
**INEZ CASTLETON**

Inez K. Castleton, B.Ed., is now teaching at the Calgary University Demonstration School. She has been a member of the Calgary City staff for the past sixteen years, and prior to this taught in rural schools at Hussar, Rockyford, and Dalemead.

Mrs. Castleton has been active in local ATA affairs. She served as secretary of the Calgary Rural Local, and has been a member of the executive committee of the Calgary City Local for fourteen years, serving as president for both the 1950-51 and 1951-52 terms. During this period in the Calgary City Local, she has been a member of the school improvement, newsletter and magazine, social, and resolutions committees, chairman of the convention and salary negotiating committees, and delegate to the Annual General Meeting, and represented the local at the 1952 Banff workshop.

Mrs. Castleton has completed two years as Calgary district representative on the Executive Council, is a member of the Discipline and Resolutions Committees, and ATA representative on the Elementary Curriculum Committee of the Department of Education.

Calgary District

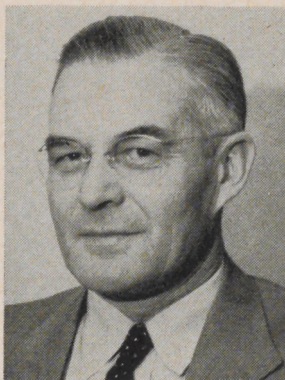


RALPH L. McCALL

Ralph McCall spent his early life at Rumsey, Alberta and received his high school education at Eckville. After serving in the R.C.C.S. during World War II, he entered the University of Alberta. He graduated in 1948 and is currently completing his M.Ed. thesis.

At present he is the vice-principal of the Acme School where he has taught for the last seven years. Always vitally interested in ATA affairs he has worked unstintingly and unselfishly towards furthering the interests of teachers and the teaching profession. For the past four years he has voluntarily embarked on a public relations campaign in the local press to develop what John W. Barnett once termed "the right type of public opinion in regard to education."

Mr. McCall will bring with him a keen interest, a frank and open mind, a great desire to achieve those higher standards for which we are all striving. He will do his utmost to give satisfactory service and representation to Calgary District.



L. R. WORKMAN

Leonard Workman, principal of Kathryn High School for the past sixteen years, has taught in various places throughout southern Alberta. He received his B.Ed. degree from the University of Alberta in 1949.

Mr. Workman is vitally interested in the work of sublocal and local associations. He is a leader among teachers, and a diligent student of education problems. He is active in Home and School work as well as in community affairs.

Mr. Workman has served as sublocal president, local president, councillor, member of the salary negotiating committee, and in numerous other executive positions. He has twice represented his fellow teachers at Annual General Meetings. In fact, he has been a member of the local executive for over fifteen consecutive years. He was recently elected president of a joint principals' organization covering three school divisions.

Mr. Workman's long experience in rural high schools has made him very familiar with the problems facing the teachers in an area such as the Calgary District constituency.



M. W. McDONNELL

Mr. McDonnell has taught in the Camrose High School for the past eleven years. His previous experience includes the principalships of Dewberry and To-field Schools. He holds a B.Sc. degree from the University of Alberta, and is now working towards his M.Ed.

He has been an ardent ATA worker during his entire teaching career, and has served as president and councillor of the Holden Local, councillor of the Camrose Local, and convention president at Holden and Camrose.

Mr. McDonnell was appointed last year to represent the teachers of the Central Eastern constituency on the Executive Council. He has been impressed by the activity of the local, sublocal, and other groups which he has visited and, if elected as representative for the ensuing term, he will endeavour to encourage the continued participation of all teachers in the solution of our many and varied professional problems and to promote the interests of our Association.



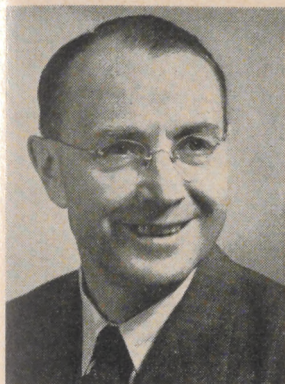
J. D. McFETRIDGE

Mr. McFetridge was born in Consort, where he received his public and high school education. He attended the Edmonton Normal School in 1940-41 and the University of Alberta from 1945 to 1947, graduating with a B.Ed. degree. He obtained his M.A. degree in 1950, his thesis being "The Alberta Divisional School Trustee."

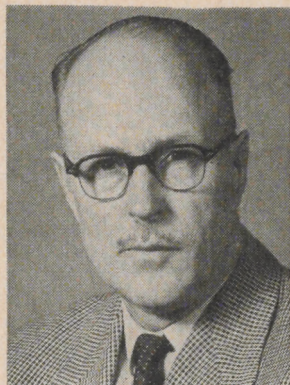
Mr. McFetridge was for two years principal at Grimshaw, and also served two years as vice-principal at Castor before his appointment as principal.

His ATA experience includes terms on the local and sublocal executive at Grimshaw, and councillor to the Annual General Meeting; a councillor at Castor for four terms; a member for three terms of the salary negotiating committee; president of the Castor Local; and a delegate to the 1953 Banff workshop. He is serving his second year as president of Central Eastern Zone Council.

Edmonton City



WM. E. KOSTASH



J. W. MOSELEY

Mr. Kostash is a teacher in Victoria Composite High School in Edmonton. He has worked for many years in the interests of the Alberta Teachers' Association. For several years in the "thirties" he was president of the Two Hills Local and the Hairy Hill Sublocal. From 1938 to 1941 he represented Northeastern Alberta on the provincial executive. In 1941 he was largely instrumental in the organization of a local in the School of Education of the University of Alberta and served as its first treasurer. The following year he helped to organize a local in the Correspondence School Branch of the Department of Education and again served as its treasurer for a number of years.

In 1950-51 he was assistant general secretary of the Alberta Teachers' Association. Since joining the staff of the Edmonton Public School Board, he has served as chairman of the conference committee, member of the Elementary Local, and is now president of the Edmonton High School Local.

Mr. Moseley received his high school education in Red Deer and took his normal school training in Calgary in 1924-1926. He graduated from the University of Alberta with a B.Sc. degree in 1940 and expects to complete his B.Ed. degree this year.

During the period from 1942 to 1945 he served as navigation officer and personnel councillor in the Royal Canadian Air Force. Other valuable experience has been obtained as salesman and credit manager and in public relations work.

Mr. Moseley has taught in various schools in Alberta, including West Jasper Place, and is presently completing his second year at the King Edward Junior High School in Edmonton. During his teaching service, he has been active in ATA local affairs and has been a councillor to Annual General Meetings for nine years. At present he is on the Edmonton Intermediate Local executive and is a member of the Edmonton salary policy committee.

Edmonton City



A. R. PENNY

Mr. Penny is well qualified for the position of district representative of the Edmonton City district on the Executive Council. He began teaching in a rural area before the war. There he was active in the solution of sublocal problems, and later he served on the local executive.

Following service in the Royal Canadian Navy (V.R.), he took his B.Sc. and B.Ed. at the University of Alberta.

Rod became active in both the Elementary and Intermediate Locals of the city, serving on the executive of each for three years. His keen interest in local problems and his ability to get to the heart of them led to his service as president of the Intermediate Local.

Mr. Penny's service in both the north and south of the province, his experience at all levels of local affairs, and his enthusiasm in ATA work make him an excellent choice as district representative for Edmonton city.

Edmonton District

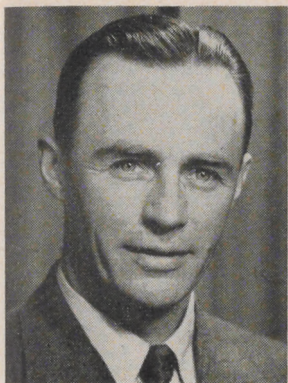


R. A. LAMBERT

Mr. Lambert completed his high school education at St. Joseph's High School in Edmonton. In 1950 he received his degree from the University of Alberta, and is now continuing graduate studies during summer school sessions.

Mr. Lambert's background in ATA work is extensive. He is president of the Clover Bar Local and has previously been vice-president, councillor, member of the salary negotiating committee, and local representative to the Edmonton District Council.

Mr. Lambert has been a principal during his seven years of teaching experience and is now in his second year as principal of Salisbury Centralized High School. Previously he was principal of Beaumont centralization and Braemar. Mr. Lambert is bilingual; he is keenly interested in sports and has organized various athletic functions. He is young, aggressive, enthusiastic about education and professionalism.

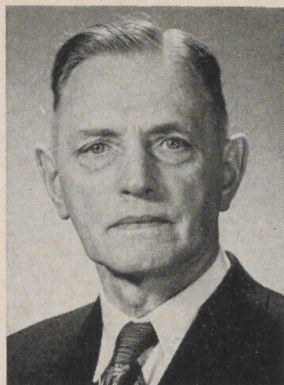


RICHARD F. STAPLES

Mr. Staples is a candidate for election as representative of the Edmonton District constituency.

"Dick," as he is better known to most people, has taught for twenty-two years in this province—in the rural school at Spruce Lodge, and in the towns of Rochfort Bridge, Mayerthorpe, Hardisty and Westlock. He has been principal of the large Westlock centralization for the past eight years. Dick is a graduate of the University of Alberta and is at present completing his master's degree in education.

For many years Dick has been active in ATA work. He has served in almost every capacity on the sublocal and local executives—as councillor, as president of the sublocal, as president of the Westlock Local for three years, on the salary committee for six years, and as delegate to the Banff workshop. Outside of the local, Dick has served as first president of the Edmonton geographic district council and last year served on the salary committee for Zone I which successfully tried a new approach to collective bargaining.



RALPH E. ZUAR

Mr. Zuar received his secondary education in Heidelberg, Germany, and at Margate Grammar School, Kent, England. After being active for a number of years as a teacher of foreign languages and also as journalist and lecturer, in Europe, he came to Canada in 1930.

He completed his university education at the University of Alberta. He has his B.A. (first class honours), M.A., and B.Ed., and did some post-graduate work at the University of Chicago. He has taught high school in various schools in Alberta—Walker School, Galahad Consolidated, Vegreville, Willingdon, Andrew, and Evansburg. Mr. Zuar has been principal of Evansburg School since 1948.

He has taken an active part in sublocal and local work, and in conventions. Mr. Zuar is president of the Edson Local, ATA.



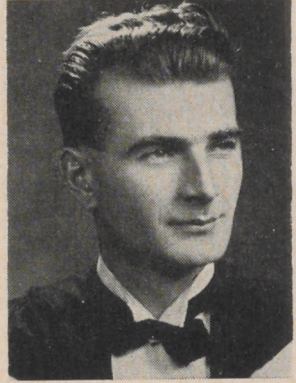
N. J. ANDRUSKI

Mr. Andruski graduated from Edmonton Normal in 1937 and taught in the Sturgeon School Division for four years as principal of a two-room school. He served with the armed forces for four and one-half years in Canada and overseas.

Following his discharge in 1945 he taught in Rochester for six months and then enrolled at the University of Alberta, graduating with a B.Ed. degree in 1949, and also did work towards his B.Sc. in chemistry. He is currently working on his master's degree with Oregon State University.

Mr. Andruski taught on the Athabasca High School staff for two years and was then appointed as principal of Boyle where he taught for one year. He was then appointed as principal of Athabasca, which post he has held since.

Mr. Andruski has held the office of president both at sublocal and local levels. He has also been on the salary negotiating committee for the past three years. Last year he was president of the First Edmonton District Convention.



WM. T. WORBETS

Mr. Worbets attended Camrose Normal School in 1937-38 and the University of Alberta from 1946 to 1948, graduating with a B.Ed. At present he is completing his thesis for a M.Ed. degree. Prior to four years' service in the Canadian Army, he taught in rural schools in the Smoky Lake School Division. At present, Mr. Worbets is principal of a twenty-room school in Lamont.

His keen interest in the Association has been indicated by his service in various executive positions: negotiator, councillor to Annual General Meeting, president and vice-president of sublocals, locals and the Second Edmonton District Convention, and delegate to the Banff workshop on two occasions.

Mr. Worbets has always been concerned with advancement of our profession, and we are certain that he would diligently and competently represent teachers of this district on the provincial executive.

Resolutions, Annual General Meeting, 1955

This material is confidential and the information contained therein is for the use of the members of the Alberta Teachers' Association only. None of the material contained in these resolutions may be reproduced, either in whole or in part, except on the written authority of the general secretary-treasurer of the Association.

Some locals may find that their resolutions have not been printed exactly as forwarded to the office under declaration. The councillors of the locals concerned have the right to ask that the resolutions be read, as originally drafted, and/or discussed at the same time that the resolutions covering the same matter or principle are before the Annual General Meeting.

Resolutions have been amended because:

- they concern matters either in effect or being considered;
- they are similar in content to other resolutions, one of which has been printed—in these cases the Executive Council has selected the most comprehensive resolutions; or
- "By-laws and resolutions involving the expenditure of money of the Association shall be referred to the Executive Council for recommendation or report before being presented to the Annual General Meeting."
By-law No. 23.

There are three groups of resolutions to be presented to the Annual General Meeting:

- (a) *resolutions regarded as policy resolutions of the Alberta Teachers' Association which will be presented in a separate policy resolutions booklet,*
- (b) *current resolutions presented for consideration by one or more local associations, and*
- (c) *resolutions presented for consideration by the Executive Council of the Alberta Teachers' Association.*

Resolutions presented for consideration by local associations

C 1/55 **BE IT RESOLVED**, that the Executive Council make a study of the teachers' cooperative now in effect in British Columbia and take steps towards the establishment of a similar organization in Alberta.

C 2/55 Whereas; teachers outside the City of Edmonton find it difficult to avail themselves of the services of the Alberta Teachers'

Association office on weekdays, and

Whereas; it is the policy of many other business firms to close for a half day on Wednesday,

BE IT RESOLVED, that the Annual General Meeting ask the Executive Council to change the hours of operation of the Alberta Teachers' Association office so that it will be open for a

full day on Saturday.

C 3/55 **BE IT RESOLVED**, that the September issue of *The ATA Magazine* be distributed to the teachers early in September of each year.

C 4/55 Whereas; the teachers pay Alberta Teachers' Association fees on a percent of salary basis,
BE IT RESOLVED, that the locals be paid on a percent basis.

C 5/55 **BE IT RESOLVED**, that the president of the Alberta Teachers' Association be elected to full time and salaried position for a period of five years.

C 6/55 Whereas; the locals cannot operate on present funds,
BE IT RESOLVED, that the locals' annual allotment be increased by 30%.

C 7/55 **BE IT RESOLVED**, that the duties of the secretary-treasurer of the Alberta Teachers' Association be confined to administrative duties only, and at no time shall he function as spokesman for the Association regarding views as to policy.

C 8/55 **BE IT RESOLVED**, that, in view of the fact that the library is unsatisfactorily serving the purpose of teachers, it be discontinued immediately, the fund be dissolved, and the library disposed of.

C 9/55 Whereas; in Great Britain the Government and municipal support of the opera, ballet, theatre, music, arts is nearly three million dollars, and

Whereas; the 1954 report of the United Kingdom Arts Council states, "If half a million pounds of public money now invested annually by the Arts Council and local authorities in opera, ballet, theatre and music were withdrawn, nearly all the national institutes of music and drama in Britain would have to close down," and

Whereas; several European gov-

ernments spend even more on the opera and theatre, and
Whereas; Canada's younger culture should not be expected to accomplish without government support in this field what even much older cultures cannot without government aid,

BE IT RESOLVED, that the Executive Council be asked to assign some appropriate person to study the situation and prepare a report.

C10/55 Whereas; the readers for Grades I to VI provided by the Department of Education are excellent "general purpose readers" for the teaching of "skills and techniques" in reading, and
Whereas; the said readers contain only a few examples of the very best prose and poetry found in our language for study of fine literature, and

Whereas; busy teachers have insufficient time to select suitable literature to supplement that in the present readers, and the absence of text in the hands of the pupils handicaps both teachers and pupils,

BE IT RESOLVED, that the Department of Education be requested to have published special literature textbooks containing a representative selection of the best of English prose and poetry suitable for each different grade level, and further

BE IT RESOLVED, that these textbooks, when published, be placed in the hands of both teachers and pupils so that our heritage of fine literature shall be handed on to our children through the schools.

C11/55 Whereas; it has been noted that an increasing number of organizations, government agents, and business firms, have been requesting and obtaining school time to sponsor a variety of edu-

tional projects, and

Whereas; these organizations must not separately realize the great inconvenience they cause by interfering with the normal school routine, and

Whereas; much prestige of our schools is lost when such organizations plan their various activities without due regard and respect to school time, so important to both teachers and students, and

Whereas; although we, as teachers, realize the educational value of many of these programs, such extra-educational projects should be organized and planned so that they do not encroach upon the school time,

BE IT RESOLVED, that the Executive Council protest most vigorously to all such offending parties and to the Department of Education of such interference of school schedules, and further **BE IT RESOLVED**, that the Public Relations Committee of the Alberta Teachers' Association immediately launch a publicity campaign, asking the cooperation of government agents, business firms, and all other organizations, in planning and organizing all their educational projects and activities for times other than during normal school hours.

C12/55 Whereas; the majority of schools hold a "Meet the Teacher" evening during the fall months, and Whereas; the present time for Education Week falls at a busy period in the year,

BE IT RESOLVED, that the Executive Council endeavour to have Education Week changed to the month of November.

C13/55 **BE IT RESOLVED**, that the Vermilion Convention Association be allowed to choose and arrange for its own convention speakers.

C14/55 **BE IT RESOLVED**, that the Gov-

ernment of Canada be urged to reconsider its previous ruling that, on the grounds that they cannot be considered charitable donations, contributions to the Alberta Teachers' Association Supplementary Pension Fund may not be deducted from income for taxation purposes.

C15/55 Whereas; the present policy of the Department of National Revenue refuses permission for Supplementary Pension Fund to be declared a deductible item in making income tax returns, and

Whereas; this policy may cause financial strain on the members concerned,

BE IT RESOLVED, that the name "Supplementary Pension" be so altered so the money paid into this Fund may be deducted with that paid into other charities.

C16/55 Whereas; clerical work for elementary teachers at the end of the June term is increasing each year, and teachers find it increasingly difficult to complete same in a very limited time,

BE IT RESOLVED, that said teachers be allowed to dismiss classes for a part of each day during the last week of the school term for time in which to complete this clerical work.

C17/55 Whereas; many of our present teacherages are not adequate in space or construction,

BE IT RESOLVED, that the Department of Education be asked to put into effect a list of minimum essentials as to floor space and number of rooms, and further

BE IT RESOLVED, that the Department of Education be requested to authorize grants for teacherages built according to specifications.

C18/55 Whereas; it is desirable for a teacher to take her pupils off the school grounds on field trips,

educational excursions, visits to business and manufacturing establishments, community halls or auditoriums for practices and concerts, and track meets, curling bonspiels, and picnics, and Whereas; waivers do not give the teacher security in the event of a lawsuit involving injury to a child under the teacher's supervision, and

Whereas; there is no protection for the teacher with pupils in her care outside the school grounds, **BE IT RESOLVED**, that the Alberta Teachers' Association investigate the possibility of prevailing upon school boards to take out pupil insurance which would insure pupils against accident on or off the school grounds while under the supervision of the teacher.

C19/55 Whereas; the supplementary pension fund was primarily set up to take care of the needs of those teachers retiring soon after the Teachers' Retirement Fund was established because of the fact that little or no pension funds were available, and Whereas; that condition no longer exists to an appreciable degree, and

Whereas; teachers' salaries are higher than at that time, lessening the economic stress of most teachers, and

Whereas; the fund is now sufficient to care for the needs of teachers falling in that category for some time,

BE IT RESOLVED, that this body of the Alberta Teachers' Association sponsor the dissolution of the supplementary pension fund.

C20/55 **BE IT RESOLVED**, that, upon leaving the profession, no teacher will forfeit more of the amount paid into the Teachers' Retirement Fund than that required to cover the cost of administration of the account in question.

C21/55 Whereas; the pension schemes in the western provinces vary, and Whereas; a number of teachers are coming to Alberta from other provinces each year,

BE IT RESOLVED, that a committee be set up to study the transfer of pension funds from one province to another and that this committee bring down recommendations for setting up the machinery to effect such transfers.

C22/55 **BE IT RESOLVED**, that the Alberta Teachers' Association request the Executive Council of the Government of Alberta to amend *By-law No. 1 of 1948 of The Teachers' Retirement Fund Act*—

- (a) by deleting the words "within ten years of the date of his retirement from teaching service" from section 7,
- (b) by deleting the words "within five years of the date of his retirement" from section 13(a), and
- (c) by changing the word "ten" to "one hundred" in section 13(a)(i), and by deleting subsections (ii), (iii), (iv), (v), (vi), and (vii) from section 13(a),

and further

BE IT RESOLVED, that all other sections of *By-law No. 1 of 1948* that may conflict with the above proposed amendments be amended in conformity with the proposed amendments.

C23/55 Whereas; clause 6, part 2 of the Teachers' Retirement Fund, re pensionable service, has been amended to read "five years" instead of "two years," but was not made retroactive, and Whereas; certain teachers have been adversely affected by this discriminatory legislation,

BE IT RESOLVED, that *The Teachers' Retirement Fund Act* be amended so as to be retro-

active to 1939.

C24/55 Whereas; we feel that the Teachers' Retirement Fund is established primarily for the welfare of the members of the teaching profession, and

Whereas; there have been several cases that merit further consideration and adjustment which have been brought to the attention of this local because conditions requested by the Board of Administrators have been met by claimant and no reinstatement was made,

BE IT RESOLVED, that this Annual General Meeting take steps to see that these and all such claims be fairly and justly settled, and further

BE IT RESOLVED, that a standing committee be set up to deal with any such cases as may arise.

C25/55 Whereas; whenever in any case a dispute or doubt arises thereon the Board shall have power in its sole discretion to determine whether any person is a teacher within the meaning of the Act or this By-law, the amount of his salary during any period of time, the extent of his pensionable service, the amount of any pension or other benefits payable under this By-law, whether a teacher has retired from teaching service, and the date of such retirement, and every such determination shall be final,

BE IT RESOLVED, that the words, "subject to an appeal to the courts" be added to section 21 of *By-law No. 1 of 1948* as amended.

C26/55 Whereas; school textbooks and reference books have become very expensive during the past few years,

BE IT RESOLVED, that the Alberta Teachers' Association request the Department of Edu-

cation to reduce the cost of these books by a special grant.

C27/55 Whereas; each year the rapidly expanding urban areas have an inadequate supply of free readers, and

Whereas; many established rooms have an inadequate supply, and Whereas; the required policy has been for school staffs to make their requisitions almost a year in advance of the fall term, and

Whereas; by the said policy an accurate estimate of the enrolment of new classrooms cannot be made,

BE IT RESOLVED, that the present policy be altered to make an adequate supply of readers available to all classrooms in September.

C28/55 Whereas; a uniform length of holiday allows for definite planning on the part of students and teachers, and

Whereas; our present system is left to the pleasure of the various school boards, and

Whereas; certain provinces have seen fit to adopt a two weeks' vacation at Christmas,

BE IT RESOLVED, that the Alberta schools have a uniform length of holiday at Christmas, namely two weeks.

C29/55 **BE IT RESOLVED**, that the Executive Council request the Department of Education and the Faculty of Education to issue a teacher's statistical record book showing qualifications and experience and in the interval endeavour to expedite the processing of requests from teachers for statements of qualifications.

C30/55 **BE IT RESOLVED**, that the Annual General Meeting be requested to extend to the School Book Branch sincere congratulations on the prompt and efficient man-

ner in which school book orders were handled during the past year.

C31/55 Whereas; the statutory minimum salary of teachers in the Province of Alberta is \$1000, and Whereas; the statutory minimum salary is not in line with current minimum salaries being paid to teachers,

BE IT RESOLVED, that the Alberta Teachers' Association petition the Department of Education and the Executive Council of the Government of the Province of Alberta to amend Section 357 of *The School Act*, 1952 by raising the statutory minimum to a par with minimum

salaries currently being paid to teachers in this province.

C32/55 Whereas; the fall convocation of the University of Alberta features chiefly teachers who have completed degrees through summer school work, and Whereas; there are many teachers in Alberta, retired and otherwise, who have given most of their lives to educating the youth of this province,

BE IT RESOLVED, that the Alberta Teachers' Association request the Senate of the University of Alberta to consider granting an honorary degree to a teacher at each fall convocation.

Resolutions presented for consideration by the Executive Council of the Alberta Teachers' Association

C33/55 Whereas; it was understood that *The Emergency Teacher Training Act* was presented to the Legislative Assembly by the Minister of Education in order to provide persons with some measure of training to operate isolated schools where no qualified teacher was available, and

Whereas; *The Emergency Teacher Training Act* placed no restrictions on types of schools wherein student-teachers could be employed,

BE IT RESOLVED, that the Alberta Teachers' Association request the Minister of Education to restrict employment of student-teachers to one-room schools.

C34/55 Whereas; the Alberta Teachers' Association believes that four years of training should be required for all teachers before permanent certification is granted, and

Whereas; two years of training was required in Alberta prior to 1954 for permanent certification,

BE IT RESOLVED, that the Executive Council of the Alberta Teachers' Association request the Minister of Education to amend the present regulations to provide that a minimum of two years of training be required for temporary certification and four years of training for permanent certification.

C35/55 **BE IT RESOLVED**, that statement number four in the Alberta Teachers' Association Educational Platform be amended to read, "Promotion on the basis of seniority, all other qualifications being equal."

C36/55 **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Board of Teacher Education and Certification to review its terms of reference so that all matters pertaining to certification and training of teachers be considered by the Board prior to action by the Minister of Education or the Faculty of Education.

C37/55 **BE IT RESOLVED**, that the pro-

vincial affiliates of the Canadian Teachers' Federation that do not pay the prescribed fee and that have not been granted a waiver of all or part of said fee, by the Canadian Teachers' Federation in conference, or in case of emergency, by the Board of Directors, be notified that unless the prescribed fee is paid by a date set by the Canadian Teachers' Federation, which in no case shall be more than six months after the end of the financial year (June 30), the affiliate in arrears shall be suspended, until such time as the fee is paid or is remitted, either in whole or in part, and further

BE IT RESOLVED, that the Board of Directors be instructed to collect arrears of fees, accruing since June 30, 1953 that have not been remitted.

C38/55 **BE IT RESOLVED**, that this Annual General Meeting of the Canadian Teachers' Federation set the annual fee at not less than \$1 and not more than \$2 per member to be paid by each affiliated organization in respect of each member of such affiliated organization, and that this fee be allocated as 80% for general revenue and 20% for trust funds.

C39/55 **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association make representations to the Department of Education expressing the view that, when a student fails to obtain a Grade IX diploma, he be not admitted to courses in the senior high school program, unless this authorization is granted by the Special Cases Committee.

C40/55 **BE IT RESOLVED**, that the Alberta Teachers' Association establish eleven annual scholarships in the amount of \$500 each, to be known as the William Ab-

erhart, H. D. Ainlay, J. W. Barnett, W. E. Frame, C. O. Hicks, M. E. LaZerte, John Macdonald, H. C. Newland, Clarence Sansom, T. E. A. Stanley, and A. J. Watson scholarships, as a tribute to the honorary life members of the Alberta Teachers' Association, and to be granted as follows: two to graduate students in education; two to University of Alberta graduates in faculties other than education entering the Faculty of Education with the intention of making teaching a career; four to education students at the completion of their third year in the bachelor of education program at the University of Alberta and continuing in the University of Alberta for their fourth year of teacher training; and three to teachers in the field who have completed three years of teacher education and are proceeding towards the fourth year in the bachelor of education program at the University of Alberta, such scholarships to be granted upon application and according to regulations approved by the Executive Council of the Alberta Teachers' Association.

C41/55 **BE IT RESOLVED**, that the Alberta Teachers' Association establish a professional assistance program by appropriating an amount of \$5000 from current revenue during 1955 to make available loans to a maximum of \$800 each as financial assistance to students in education to enable them to complete their intramural program in the Faculty of Education of the University of Alberta, and further

BE IT RESOLVED, that such loans be made available interest free but insured against loss due to death or disability at the cost
(Continued on Page 52)

Financial Report

February 19, 1955.

To the Members of the
Alberta Teachers' Association.

Ladies and Gentlemen:

We submit herewith Balance Sheet of your Association as at December 31, 1954, together with Revenue and Expenditure Statement for the year ended that date, Revenue and Expenditure Statement of *The ATA Magazine* for the same period, and related schedules of assets and expenditures.

We have examined the Association's books, accounts and records for the year 1954, and report that we have received all of the information and explanations we have required.

In our opinion, the accompanying Balance Sheet is properly drawn up so as to exhibit a true and correct view of the financial position of the Association as at December 31, 1954, and the Revenue and Expenditure Statement correctly reflects the results of operations for the year then ended, according to the best of our information, the explanations received by us, and as shown by the books of the Association.

Operations for the year have resulted in a surplus of \$22,825.36 on general account, and a deficit of \$3,389.20 on *The ATA Magazine*, or a Net Surplus of \$19,436.16.

In accordance with a resolution of the 1954 Annual General Meeting, an amount of \$30,068.25 has been transferred to the Special Emergency Fund, leaving a balance of \$20,000.00 in Surplus at that time.

Additions to Fixed Assets during the year totalled \$233.08 which was added to Office Furniture and Equipment. The mortgage to the Teachers' Retirement Fund has been reduced by \$4,387.06 during 1954.

Appropriations to Trust Funds from Revenue in 1954 totalled \$25,928.07, composed of \$13,000.00 from General Revenue and \$12,928.07 from Investment Earnings, the latter being the total investment earnings for the year. Details of the appropriations are as follows:

Trust Fund	From General Revenue	From Investment Earnings	Total
Scholarships	\$ 1,000.00	\$ 707.81	\$ 1,707.81
Research	1,000.00	653.93	1,653.93
Library	1,000.00	640.43	1,640.43
Special Emergency		2,767.69	2,767.69
General	10,000.00	2,558.15	12,558.15
Supplementary Pension		5,600.06	5,600.06
	<hr/>	<hr/>	<hr/>
	\$ 13,000.00	\$ 12,928.07	\$ 25,928.07

During the year the Supplementary Pension Fund Reserve has decreased by \$10,403.26 to a total of \$135,667.08. Revenue from members for the year totalled \$116,282.53 and interest on funds invested \$5,600.06. Supplementary Pensions paid amounted to \$39,765.96 and Government of Canada Annuities purchased totalled \$95,777.89.

Net cost of operating Barnett House for the year was \$4,078.89, or \$339.91 per month. This amount has been charged as rent for the Association under Office and Administrative expenditures.

The Association's net assets, or members' equity, now total \$330,761.09, arrived at as follows:

Total Assets per Balance Sheet		\$542,071.43
Deduct—		
Current Liabilities	\$ 14,926.26	
T.R.F. Mortgage	60,717.00	
Supplementary Pension Fund Reserve	135,667.08	211,310.34
Net Assets or Members' Equity		<u>\$330,761.09</u>

We shall be pleased to supply any further information which may be desired at any time.

All of which is respectfully submitted.

PATRIQUIN DUNCAN McCLARY McCLARY & COMPANY.
By: John P. McClary.

THE ATA MAGAZINE
REVENUE AND EXPENDITURE STATEMENT
YEAR ENDED DECEMBER 31, 1954

Revenue

Advertising	\$ 10,485.02	
Subscriptions	11,090.90	\$ 21,575.92
		<u> </u>

Expenditure

Administration	\$ 1,200.00	
Salaries	3,600.00	
Rural Editorial Service	961.76	5,761.76
Printing of Magazine (10 issues)	14,514.19	
Costs and Commission on Advertising	2,791.37	
Postage—Magazine	697.80	18,003.36
		<u> </u>
Rent and Janitor	1,200.00	24,965.12
		<u> </u>
Net Deficit for Year ended December 31, 1954		\$ 3,389.20
		<u> </u>

ALBERTA TEACHERS' ASSOCIATION

BALANCE SHEET

DECEMBER 31, 1954

ASSETS

General Section

Current Assets

Cash on Hand and in Bank	\$ 5,944.94	
Estimated Fees Receivable	15,500.00	
Cash Advanced for Executive Expenses	60.40	
Accounts Receivable	\$ 5,930.65	
Less Reserve for Bad Debts	200.00	5,730.65
Stationery on Hand	1,100.00	
Insurance Prepaid	622.75	
Postage and Unemployment Insurance		
Stamps on Hand	487.80	\$ 29,446.54

Investments

Securities of Municipal Governments (at cost)	12,000.00	
Accrued Interest	270.00	12,270.00

Fixed Assets

Land	5,112.08	
Building	153,794.58	
	158,906.66	
Less Reserve for Depreciation	14,182.30	144,724.36
Office Furniture and Equipment	15,666.27	
Less Reserve for Depreciation	6,088.89	9,577.38
Library (at nominal value)	1.00	
Deposits	100.00	154,402.74
		\$196,119.28

Trust Funds Section

Trust Fund Assets

Cash in Bank	1,798.93	
Investments—		
Securities of, or guaranteed by, Federal, Provincial and Municipal Governments (at cost)	320,495.43	
Accrued Interest	3,859.25	
E. C. Ansley Mortgage	1,266.87	
F. J. C. Seymour Mortgage	3,631.67	329,253.22
Supplementary Pension Fund Deposit	4,500.00	
Estimate of Supplementary Pension Fund Fees Receivable	10,400.00	345,952.15
		\$542,071.43

ALBERTA TEACHERS' ASSOCIATION

BALANCE SHEET

DECEMBER 31, 1954

LIABILITIES

General Section

Current Liabilities

Accounts Payable	\$ 933.89	
Locals Fees Payable	6,358.25	
Strike Fund	3.00	
Hospitalization	7,631.12	\$ 14,926.26

Building Liability and Equity

Teachers' Retirement Fund Mortgage	60,717.00	
(Payable \$600.00 per month including principal and interest)		
Building Fund Reserve	81,039.86	141,756.86

Surplus

Balance December 31, 1953	50,068.25	
Deduct—		
Transfer to Special Emergency Fund	30,068.25	
	20,000.00	

Add—

General Surplus for Year 1954	\$ 22,825.36	
Less Magazine deficit for year	3,389.20	19,436.16

Balance December 31, 1954		39,436.16
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\$196,119.28

Trust Funds Section

Trust Funds Reserves

Scholarships	19,825.45	
Research	18,056.96	
Library	18,160.14	
Special Emergency	74,959.30	
General	79,283.22	210,285.07

Supplementary Pension Fund	135,667.08	345,952.15
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\$542,071.43

ALBERTA TEACHERS' ASSOCIATION
REVENUE AND EXPENDITURE STATEMENT
YEAR ENDED DECEMBER 31, 1954

Revenue

Fees	\$148,537.34		
Less Transferred to The ATA Magazine	10,800.00	\$137,737.34	
Investment Earnings		12,928.07	
Receipts for Health Insurance Administration		2,382.14	\$153,047.55

Expenditure

Office and Administrative		54,634.93	
Honoraria		225.00	
Law Costs and Legal Retainer		2,546.92	
Printing Handbook		2,490.31	
Publicity		2,537.84	
Fall Conventions	5,622.04		
Less Revenue Applied	2,684.84	2,937.20	
Banff Workshop	8,471.60		
Less Receipts Applied	4,165.25	4,306.35	
Annual General Meeting		8,355.43	
Executive Meetings		3,910.58	
General Executive Expense		3,738.08	
Committees		2,839.99	
Salary Negotiations		4,255.46	
Board of Reference		323.75	
Canadian Teachers' Federation—Fees		6,690.40	
Canadian Teachers' Federation— Building Fund		1,100.00	
Conferences and Conventions		2,423.34	
Scholarships	345.00		
Less Revenue Applied	345.00		
Library	185.14		
Less Revenue Applied	185.14		
Research	1,500.00		
Less Revenue Applied	653.93	846.07	
Bad Debts		132.47	
Trust Fund Appropriations— From General Revenue	13,000.00		
From Investment Earnings	12,928.07	25,928.07	130,222.19
Net Surplus, being Excess of Revenue over Expenditure, for the year ended December 31, 1954			\$ 22,825.36

**ALBERTA TEACHERS' ASSOCIATION
BARNETT HOUSE
STATEMENT OF RENTAL COSTS
YEAR ENDED DECEMBER 31, 1954**

Revenue			
Rentals—			
Monarch Life Assurance Company	\$	6,496.80	
Teachers' Retirement Fund		2,000.00	
The ATA Magazine		1,200.00	
		<hr/>	
Total Revenue			\$ 9,696.80
Expense			
Taxes	\$	3,154.71	
Insurance		215.71	3,370.42
		<hr/>	
Maintenance			1,050.48
Heat			569.80
Light and Water		1,009.88	
Less Recoveries		450.49	559.39
		<hr/>	
Janitor		2,700.00	
Less Recoveries		1,260.00	1,440.00
		<hr/>	
Total Direct Expense			6,990.09
Interest on Mortgage			2,812.94
Provision for Depreciation at 2½ %			3,972.66
		<hr/>	
Total Expense			13,775.69
			<hr/>
Net Cost in Lieu of Rent			\$ 4,078.89
			<hr/>

**ALBERTA TEACHERS' ASSOCIATION
SUPPLEMENTARY PENSION FUND RESERVE
DECEMBER 31, 1954**

Balance January 1, 1954			\$146,070.34
Revenue—			
Receipts in 1954	\$116,282.53		
Less Estimate of Fees Receivable January 1, 1954		7,142.00	
		<hr/>	
		109,140.53	
Add Estimate of Fees Receivable December 31, 1954		10,400.00	119,540.53
		<hr/>	
			265,610.87
Deduct—			
Supplementary Pensions Paid in 1954	39,765.96		
Dominion Government Annuities Purchased	95,777.89		135,543.85
		<hr/>	
			130,067.02
Add Allocation of Investment Earnings			5,600.06
			<hr/>
Balance December 31, 1954			\$135,667.08
			<hr/>
Represented by—			
Deposit with Board of Administrators, Teachers' Retirement Fund	4,500.00		
Estimate of Supplementary Pension Fees Receivable as at December 31, 1954		10,400.00	
Securities and/or Cash	120,767.08		\$135,667.08
		<hr/>	

The Teacher as a Professional

(Continued from Page 9)

not in harmony with the preconceived notions he acquired before he entered training. The medical student can gain a thorough knowledge of anatomy and pathology, without having to give up his ideas of human behaviour. But the student in education often has to throw aside the learnings of a life-time to be able to accept documented research findings.

It is this, I believe, which makes teacher-training such a difficult task. It is this, too, that accounts for some teachers' support of critics of techniques founded on careful experimentation and research. It is this which tends to stifle our interest in experiment; to foster fear of change and worship of routine.

We need to be on guard constantly to keep our professional understandings from being smothered and blocked by the various types of personal prejudices we have developed. Because many of these personal prejudices are shared by others in the community, we may find it easier in our handling of boys and girls to deal with them not in the light of the knowledge that is available but according to the time-worn and, sometimes discredited, practices of the community generally.

The importance of dealing with problems professionally

There is plenty of evidence, for example, to show that children and, indeed, adults do their best work when they are relaxed and free from strain, when their minds are not full of worry about various types of problems; yet all too often we use methods with children which create and magnify strain and tension and which induce apprehension, worry, or fear. There is plenty of evidence to show that in an atmosphere of warmth and acceptance and genuine friendliness, people—all people—develop more positive, more mature attitudes; yet some of us in our handling of boys and girls in our classes seem quite un-

aware of the relationship between the atmosphere we establish and the behaviour problems with which we are concerned.

This is probably the place where it is most essential that we be characterized by professional skill; for it is in this area that attitudes, long lasting attitudes of tremendous importance to us individually and collectively, are created. Yet, as I have briefly indicated, it is an area in which we are likely to lack the professional touch.

There are several reasons for this. The relationship of a doctor with his patient or of a lawyer with his client is vastly different from that of a teacher with his pupil. Even though the professional skill and training of the teacher may equal or surpass that of the doctor or the lawyer he faces much greater difficulty in applying that skill and training to the problem. The patient or client enters into a voluntary relationship with the doctor or lawyer with respect to a specific problem or issue. For a relatively short period of time the professional gives all his attention to the particular person and particular problem involved and such is the usual relationship between them that the professional's words carry an authority they sometimes do not deserve. The relationship is voluntary, uniquely personal, and specific. Except in a very few instances the relationship between teacher and pupil is none of these things. The pupil is compelled to be present; he is not an individual who is receiving expert attention—he is one of a group, often far too large a group, in which he frequently feels lost or completely unwanted; the problems which are dealt with are not specific but extremely general and inclusive; most of all, the contacts cover many hours, every day, week after week.

This continuous contact, this constant responsibility for so many aspects of the child's development is vastly different from the responsibility of the medical man for dealing with a case of

mumps or performing a tonsillectomy. I wonder what would have happened among the medical fraternity if years ago some authority had saddled them with the responsibility for instructing all children in proper health habits and had compelled the youngsters to attend such classes every day from three to four.

Yet while this situation makes it hard to maintain an attitude of professional objectivity, and makes it easy to become emotionally involved until we are ready to tear our hair and scream to high heaven, our effectiveness as teachers and, indeed, our own personal balance and sanity require that we deal with it in a professional rather than a personal way. So many of the things we do to children are the result of personal shock; we scold, or coerce, or threaten, or punish, or get angry, not because these methods of meeting the situation are really appropriate but because they are ways we have of reacting to it.

We would save ourselves a great deal of strain and our pupils a great deal of grief if we could develop a professional attitude to the bad word, the rebellious look, or the rude answer similar to that shown by the doctor to a dislocated shoulder, a broken collar bone, or a sprained wrist, even when he knows these result from carelessness or wilfulness. These are matters not to be neglected but to be treated as skilfully as possible.

There is a purely personal, often arbitrary, and sometimes vindictive way of dealing with the various problems of discipline that confront us. Seldom is it well thought out. There is a professional way as well. The personal way is in a hurry, it makes definite and quick and closed judgments, it wants an immediate solution, it demands a quick cure, it is more interested in the short view than the long. The professional way is calmer and slower, it withholds judgment, and its judgments are always tentative—things are not always what they seem, the rude remark is not always insubordination—it believes that genuine



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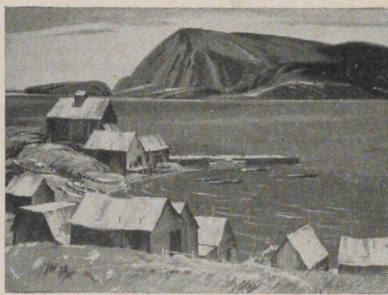
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cures take time, it is much more concerned with the long view than the short. To a very great degree our reputation as teachers and our health as individuals are tied up with this aspect of our work. If the way we are constituted and the pressures of our day to day work make it hard to realize always that there is a difference, we should be aware of it and wherever possible throw the balance on the side of professional treatment of boys and girls in all our schools.

Professional research is vital

Our distinguished guest at this convention has a deep interest in educational research. In 1953, Dr. Russell delivered the Quance Lectures in Canadian Education at the University of Saskatchewan "Implications of Research for Canadian Classroom Practices." The teacher as a professional must be vitally concerned with experiment and research. These are the means by which we can test our assumptions and prove our methods. Our professional organization should be summarizing research studies, publicizing results, setting up new experiments. Many widely held assumptions have been disproven, many generally adopted practices have been shown to be unsound by careful research studies; others, of course, have been established more securely than ever. How can we resolve the many present arguments about various aspects of education except on the basis of careful experimentation and research?

Even in our professional gatherings research reports have hard going. If they contradict some idea we have held for years, some myth handed down from the fathers, we will do everything we can to show that the experiment was improperly conducted and the conclusions drawn from it are not valid. Probably some healthy skepticism is desirable and necessary, but there is sometimes too much of a stubborn refusal to take a second look at practices we have followed for years.

In this respect, I believe, education is where medicine was at the turn of the

century. In his preface to *Principles of Personality Counseling*, Thorne writes as follows: "Prior to the work of Dr. Osler at the beginning of the twentieth century, clinical medicine was a confusing babel of conflicting tongues resulting from the lack of standardization in medical education and practice. . . . There was no uniformity in theoretical orientation, curriculum, or teaching methods among the old medical schools which were fiercely competitive in support of different systems. . . . Sir William Osler changed all this through his creation at John Hopkins University of the first truly scientific medical school where there was collected a team of the most able medical scientists of the time . . . methods and standards of medical education were quickly made uniform throughout the country and within a few years all the substandard medical colleges fell into disrepute and were abandoned. The stimulus to this remarkable transformation was Dr. Osler's vision of an eclectic system of medical practice limited entirely to the field of what had been scientifically established."

Thorne goes on to show how medical research and experiment—even regarding each case as an individual experiment—changed the whole practice of medicine.

Is it too much to hope for greater attention to research on our part? Is it too much to hope that this would result in discrediting substandard practices wherever they are found? Is it too much to hope that as that happens our profession will increase greatly in dignity and prestige?

The same author has much to say of the medical team. Medicine has long since outgrown the idea that one man can be master of all. So the medical centre idea has evolved, with many men combining their skills and sharing their experiences.

Professional teamwork

The teachers on a school staff are professional colleagues. Each has something to contribute; each can make him

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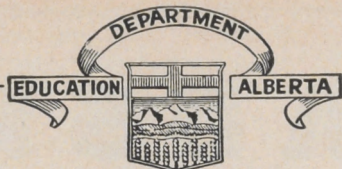
self highly conversant with some one area of education, possibly reading, or arithmetic, or science, or guidance, or remedial work. Every staff should be a professional team characterized by a genuinely professional sharing and seeking: a sharing of experiences and ideas and a seeking of advice and information from those whose experience and training make them our superiors in any area.

The teacher's fear of asking for help is one result of our rather pathetic attempt to know everything. We are afraid to admit ignorance in any area. Contrast that with the readiness shown by the average medical man to consult those who are recognized as authorities. We need to develop this professional attitude. As we share our knowledge and understanding the level of our practice will inevitably rise.

As professionals we must break down

the individualism that characterizes our schools. This individualism is fostered by the way schools are organized. The teacher shuts the door of his classroom and faces his problems alone. It is fostered by our unwillingness to present our own problems for group discussion. It is fostered by our tendency to handle them as persons not as professionals. Much staff room gossip reflects our inability to devise a professional approach to this problem. We need to create methods of case conferences and other referrals for group discussion. The result will be an effective professional team instead of a group of individuals.

These are a few of the problems involved in this question. There are many more. I believe that attention to them will do far more than any external measures to raise the dignity and status of the teaching profession.



Official Bulletin, Department of Education

No. 168

Notice to Teachers of High School English

Teachers of high school English are reminded of the request of the Sub-committee on English to complete the questionnaire appearing just inside the front cover of the Curriculum Guide. The questionnaire may be completed by individual teachers or by staff or area committees. The Sub-committee would appreciate receiving the completed questionnaires as soon as possible.

Re old Grade IX Examination Papers

Teachers are advised that the stock of old Grade IX examination papers is now exhausted. Please do not write to the Department for these.

Alberta's Golden Jubilee— Special School Programs

Official notice of Alberta's Golden Jubilee Special School Program was mailed to teachers in December. As mailing lists are not always quite accurate, this notice is reproduced in part.

Beginning at any time, teachers may undertake to make the children aware of the story of Alberta's development. Furthermore, it is suggested that, commencing not later than Easter, definite instruction be given on Alberta's history prior to and since the establishment of the province in 1905.

In Grades I to VI, at least one enterprise on Alberta's story and development may be undertaken. A booklet, *Alberta, Our Homeland*, will be supplied free to all schools by the Department of Education by April 1. In many schools, as well,

colourful local history may be used as a basis for this enterprise.

A suitable enterprise theme for Grades I and II may have to do with home, farm or community. For Grades III to VI it is suggested that the enterprise be about Indians, early explorers, missionaries, pioneers or recent progress in Alberta.

For Grades VII and VIII, particularly in classrooms in which these grades are together covering the Grade VII Social Studies course this year, Unit Four of this course may be replaced by a unit on Alberta's history and development. If a class is being taught the Grade VIII Social Studies course the time to be devoted to Unit Six of this course may be reduced by three weeks. Then this period may be used for a unit on Alberta's development.

In the teaching of certain units or sections of the Social Studies courses for Grades IX, X, XI or XII there may be opportunities for the study of Alberta's history, development and government, consistent with the study-outlines in the Curriculum Guides. These opportunities may be found in connection with class work on Unit Six of the courses for each of Grades IX, X and XI and on Unit Four for Grade XII. The Social Studies class periods, during three weeks, which would ordinarily be devoted to these units may be set aside for a unit of study on Alberta's development. Additional time may be taken for the Jubilee Studies from the periods set aside in class schedules for current events. This plan is authorized.

A pageant, *Alberta's Birthday Party*,

has been specially written for the occasion of the Alberta Jubilee School Program, June 9. This will be provided in advance of the Jubilee Program date by the Department of Education.

As an additional source of information about Alberta, a new book *The Land of the Chinook*, has been added to the enterprise reference list and may be obtained from the School Book Branch.

Supplementary List of Voters

—A—
B. E. M. Amy; E. Andersen; M. K. Arnold; Mary E. Arrol.

—B—
Gladys Benson; William Blackmore; Donald J. Boyes; Jean Brown; N. M. Brown; Mary Brown; Agnes Buckles.

—C—
M. M. Carter; Colleen Christensen; W. Churchill; C. Clark; Greta Clark; M. C. Cleary; Elizabeth Clyne; T. W. Collinge; M. V. Craig; R. Crowe.

—D—
Hazel Dafoe; M. S. Danielson; N. T. Dietrich; A. L. Doucette; G. M. Dundas.

—E—
Josephine Ell.

—F—
Rose Farris; Grace Ferris; Edythe Fletcher; Alice M. Fors; Pauline Foster.

—G—
R. Goode; Alice Grant; Elizabeth Greig; Iva E. Grubb.

—H—
I. Hamilton; Mary Hansen; B. J. Hardman; Kay Hasiuk; D. Hayes; Lois Heggie; M. Hildreth; Fredrick H. Holmes; Stella Holtz; H. Howard; E. L. Hughes; F. Hughes; Margaret Hunt.

—I—
Marion Irwin.

—J—
M. Jackson; Irene Johnson; Margo Johnson; J. Jordan.

—K—
J. Kaczmarek; A. L. Kerber; Victoria Kereluk; A. E. Kerkhoven; Alice King; K. Kolba; R. C. Kumpula.

—L—
Velma U. Lancaster; N. M. Layden; Peter Lendzyk; F. E. Lepper; Anne G. Lightfoot; M. E. Longair; A. Lucas; Alice Lunt; Dorothy A. Lynn.

—M—
Lois Mackay; Greta Majeau; Annie Maloney; Eileen Martin; E. Mason; L. Mathieson; Vera M. Mead; S. Melnyk; Gertrude Meriam; George B. Milner; Leo R. Muhihall; Mercedes Murphy; Erina Murray.

—Mc—
F. K. MacArthur; Helen McCoole; Evelyn McCrae; Margaret G. McDonald; W. G. McDougall; R. M. MacNutt; Florence McQuid.

—N—
C. A. Need; Dora M. Nicholson.

—O—
C. O'Donnell; Flora M. Ogilvie; F. Ostafew.

—P—
M. C. Park; Muriel Patterson; Stella Pekse; Wilfrid Pilkington; F. Pobran; Lena Podealuk.

—R—
E. Rabadou; Jane Raisbeck; H. Renvills; H. Ruth Rice; James C. Robertson; A. C. Roman; L. M. Ross.

—S—
T. A. Sanderson; Blanche Saunders; Ada Schmick; Margaret Schroter; Mildred L. Scott; M. A. Seymour; Max Shemeluck; A. E. Sherman; E. Siemens; Elva Simpson; Laura Skarsen; F. M. Smeltzer; Norman Smith; C. L. Sole; H. T. Sparby; Anne Sparks; W. E. Steele; Shirley R. Stewart; Jeanne Stoodley; L. M. Storie; P. Strong.

—T—
Doris Tabler; Marianne J. Temple; Kathleen Templeton; Henry Thiessen; Rose Thompson; Grace Thordarson; F. E. Turner; Selma Tustian.

—W—
Anne Walker; Gwen West; J. M. Whidden; Mary Wilkinson; Marjorie Witney.

—Y—
Nora E. Yelenik.

School Poster Contest

The Canadian Forestry Association is sponsoring a poster contest in connection with Fire Prevention Week, May 22-29. For details write to the association's office at 20 Amherst Street, Winnipeg 9, Manitoba.

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Yours very truly,
D. C. D. SIFTON
Education Officer
National Film Board

320 Union Station
Winnipeg 1, Man.
February 11, 1955

We apologize—

Edmonton, Alberta
February 20, 1955

To the Editor:

I am the author of the article "Drill in Mathematics" which appeared in the January issue of *The ATA Magazine*. However, my name is Mrs. K. Wagner, not Miss K. Wagner. Would you be kind enough to run a correction of this in the next issue.

Yours truly,
(Mrs.) KAYE WAGNER

To the Editor:

Reduced fares for teachers and students on account of the school vacation during the Easter holidays have again been authorized by this Association.

Tickets may be purchased good to travel from Wednesday, March 23 to and including April 11 at the normal one-way fare and one-half for the round trip.

Tickets will be valid for return leaving destination not later than 12:00 midnight (Standard Time), Monday, April 25.

It will be appreciated if you will make mention of these reduced fare arrangements in the next issue of your teachers' publication.

Yours truly,
ROY H. POWERS
Vice-Chairman
Canadian Passenger Association

71 Bank Street
Ottawa, Ontario
February 15, 1955

To the Editor:

Attached is a sheet describing a new series of vocational guidance filmstrips produced by the National Film Board of Canada for the Department of Labour. We hope you will be able to use the information for publication.

These filmstrips have been sponsored by the Department of Labour to provide a visual supplement to the widely used monograph and pamphlet series on "Canadian Occupations." The series of

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Our face is red—

Winnipeg 2, Man.
March 5, 1955

To the Editor:

The author of the article on *The Mission of the Teacher* in the February issue of *The ATA Magazine* was **Richard Gordon**, headmaster of St. John's-Ravenscourt School. It was one of series of articles written by Mr. Gordon for the *Winnipeg Free Press*, and reprinted last October in pamphlet form. Permission to reproduce the article has now been given.

I think this explanation is called for on Mr. Gordon's behalf, as well as to give us protection against the infringement of copyright by people who might be less responsible than yourselves in the handling of the text. Incidentally, Mr. Gordon's name will be of interest to some of your readers because he is a native of Alberta, was at your university shortly before the last war, and was an Alberta Rhodes Scholar.

Yours sincerely,
T. KENT
Editor

Winnipeg Free Press Co. Ltd.

Reduced Fares—

Teachers and Students— Easter Holidays, 1955

The reduced fare arrangements which have been authorized by the Canadian Passenger Association for teachers and students of Canadian schools and colleges in connection with their Easter holidays, 1955, are as follows.

Territory—Between all stations in Canada.

Conditions—Tickets will be sold to teachers and pupils of Canadian schools and colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate form 18W.

Fares—Normal one-way first class, intermediate class or coach class fare and one-half for round trip, minimum fare 30 cents.

Dates of Sale—Tickets to be sold good going from **Wednesday, March 23, 1955, to and including Monday, April 11, 1955.**

Return Limit—Valid for return to leave destination **not later than midnight Monday, April 25, 1955.**

Tickets will be good for continuous passage only.

Your particular attention is called to the essential condition that form 18W may be issued only to principals, members of the teaching staff and pupils of the schools and colleges in Canada, for their personal use.

A supply of the Vacation Certificates (form 18W) referred to above may be obtained on application to superintendents, inspectors or secretary-treasurers of school districts, or to the Canadian Passenger Association office, 320 Union Station, Winnipeg 1, Manitoba.

Vocational Guidance Filmstrips

A new series of filmstrips about Canadian Occupations is now available from the National Film Board of Canada. This series, sponsored by the Department of Labour and produced for use in conjunction with the Department's monographs on occupations, was based on continued and numerous requests of school groups.

The new series includes *Plumber, Pipefitter and Steamfitter*; *Careers in the Engineering Profession*; *Technical Operations in Radio & Electronics*; and *The Social Worker*. Other filmstrips related to guidance include *Geology as a Career* and *Map-making: Field Surveys* sponsored by the Department of Mines and Technical Surveys, and the National Film Board's own *Teaching as a Career*, and *Nursing as a Career*.

These filmstrips explain the academic requirements for entry into the job, the nature of the work, the value of the work to the community, and in some cases, the remuneration which can be expected. Some indication is given as to

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the kind of personality which tends to improve one's chances of success in the particular work described.

The addition of further Canadian vocational guidance filmstrips to those already available will depend largely on the demand from teachers and vocational guidance counsellors. Teachers' comments on the value and use of these filmstrips will help considerably in preparing others.

Alberta Educator on CBC

Dr. M. E. LaZerte, retired dean of the Faculty of Education, University of Alberta, is scheduled to deliver a series of four radio broadcasts, April 25, 26, 28, and 29 over CBC's *Public Talks and Affairs* program.

Dr. LaZerte has recently completed a School Finance Research Project for the Canadian School Trustees' Association. Publication of his report is expected shortly.

The series of talks will originate from CBX in Edmonton and will be aired on CBC's coast-to-coast network at 8:20 p.m. following the news.

The titles of Dr. LaZerte's four radio talks will be—

April 25—Eleven Provincial School Systems—Not Just One.

April 26—Wanted—50,000 Teachers!

April 28—Who Should Teach What?

April 29—"Some Are More Equal Than Others."

Resolutions, AGM, 1955

(Continued from Page 37)

of the borrower, and that repayment of the loans be at the rate of at least \$200 each year after permanent re-employment.

C42/55 **BE IT RESOLVED**, that the Alberta Teachers' Association encourage its members to improve their qualifications through university training at either winter or summer sessions.

Teachers in the **NEWS**

Miss Mary R. Crawford has been appointed recently to the Senate of the University of Alberta. She retired last June from her position of Dean of Girls at Victoria Composite High School after 38 years of teaching service in that school.

Miss Crawford was born on a farm near Brampton, Ontario and began her formal education in a rural school near her home. She completed her public and high school education in Brampton town schools.

In 1911 she graduated from the University of Toronto with a B.A. degree in modern languages and history. After graduation from the Faculty of Education of the University of Toronto in 1912 she began her teaching career in a small high school in Northern Ontario.

From 1913 to 1916 Miss Crawford taught in Wolseley, Saskatchewan and in 1916, accepted a position in Victoria High School in Edmonton where she taught social studies.

During 1920 and 1921, Miss Crawford attended summer courses at Columbia University and in 1928 she obtained her M.A. degree in philosophy from the University of Alberta.

Miss Crawford was active in ATA affairs as early as 1919 when she was secretary of the Edmonton High School Teachers' Alliance. In 1920 she became that organization's president. More recently, she was the Alberta Teachers' Association representative on the High School and University Matriculation Examinations Board, a position she held for ten years.

Besides her activities in education,



MARY R. CRAWFORD

Miss Crawford has been and is active in other organizations in Edmonton. She served two years on the Edmonton Public Library Board and is a member of the University Women's Club. For several years she served on the executive of the League of Nations Society in Edmonton and is now on the executive of the Edmonton Branch of the United Nations Association in Canada. Miss Crawford was a federal and provincial elections candidate on several occasions, and is now a member of the national council of the C.C.F.

NEWS

from
OUR LOCALS



Local and sublocal news received on or before the twentieth of any month is published in the next month's issue. Correspondents should submit copy on manuscript paper either typewritten or in longhand. Names of all persons should be accompanied by initials. Reports should be not longer than 150 words. All material is subject to editing.

Acme-Swalwell Sublocal

Members of the sublocal were invited to the Beiseker-Kathryn Sublocal during December to hear Mrs. Inez Castleton, the Calgary district representative, give an interesting and informative talk on "What is the ATA?"

The January meeting was held in Acme with Superintendent Eldon Bliss and representatives from Trochu, Three Hills, and Torrington present to lay plans for the formation of a new local. A temporary president and secretary were elected until January 22 when a general meeting was to be called at Trochu. The purposes of a principals' organization were outlined and discussed. Views on sources of supplies, reference books, and track meets were also given. The next meeting will be held at Carbon.

Andrew Sublocal

O. Chernyk, president of the Lamont Local, spoke on pensions at a meeting held recently in the Andrew School. A lively discussion followed. The group also discussed reasons why teachers should be taking a more active interest in the work of the provincial executive. President P. W. Huculak acted as chairman, and Mrs. K. Buchkowsky was secretary. Members were entertained by a novelty whist and lunch served by Misses M. Melnyk and H. Radomsky.

Boyle Sublocal

The third meeting of the Boyle-Ellscoff Sublocal was held in the Boyle High School recently. The vice-president was in charge of the meeting. A discussion took place regarding the annual achievement tests to be held shortly. These tests are given throughout the Athabasca Division to Grades II, IV, VI, and VIII. The next sublocal meeting will be held the last Monday in March. The slate of officers for 1954-55 consists of: Y. Kabayama, principal of Ellscoff School, president; T. E. Giles, principal at Boyle, vice-president; Mrs. Mary Devernychuk, secretary-treasurer; and Olive T. Forbes, press correspondent.

Clover Bar Sublocal

A meeting of the teachers of the sublocal was held on February 5. Mrs. Findley spoke on educational methods. She noted that education experts advocated small classes and pupil grouping according to ability. She noted also the research evidence on diagnostic and remedial work. Discussion of Mrs. Findley's address was stimulating and informative.

Correspondence School Local

ATA Local No. 64 held its annual banquet meeting in the Memorial Hall of Robertson United Church on the evening of January 27. The meeting was

opened by Miss Helen Berry, president. The feature of the evening was a talk given by Frank J. Edwards, president of the Alberta Teachers' Association. Mr. Edwards raised two questions during his address: should the Association participate more actively in preparing the curriculum? should or should not the teachers who took the six-weeks' training course be admitted to meetings arranged by the Alberta Teachers' Association?

Evansburg-Wildwood Sublocal

The regular meeting was held in Evansburg, at the home of Mrs. Mitchell, on February 10. A committee of three ladies reported a discussion with Superintendent E. D. Hodgson on methods of presenting junior mathematics. Many practical aids were described and an interesting discussion of techniques followed.

Mr. Zuar will arrange for a speaker to address the next meeting which is to be held in the Wildwood School on March 17.

Faust-Kinuso Sublocal

A delicious buffet dinner was served to the members of the sublocal at the home of Mrs. W. Flynn on January 21. The regular business meeting was held and the teachers discussed the code of ethics.

Members met at the Widewater School on February 18. Supper was served by teachers of Canyon Creek and Widewater Schools. Guests were Mr. and Mrs. A. Menzer and their daughter, Gertrude, to whom her principal, H. Lysne of Kinuso, presented a scholarship for receiving the highest marks in Grade IX last year.

Forestburg Sublocal

Teachers from Merna, Alliance, Gala-had, and Forestburg Schools held their meeting at the Forestburg School recently. There was a discussion of pensions, and of correspondence received with regard to funds from the local. It was decided to form a committee, consisting of one member from each staff, to prepare plans for the proposed track meet. The

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Calgary School Board Requires Teachers

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Calgary, Alberta

matter of scholarships was discussed, and it was agreed that the sublocal should take over the collection of donations and arrange for presentation dates. A tape recording of a recent Citizens' Forum broadcast, "Free Enterprise in Canada—Fact or Fancy," was reproduced through the kindness of the Merna staff. Lunch was served by Forestburg teachers. The next meeting is to be at the Merna School on March 8.

Girouxville-McLennan Sublocal

Teachers of the sublocal held their fifth monthly meeting at the Falher Consolidated School on January 28. S. Lefebvre, representative on the salary negotiating committee, spoke concerning the "laddered" salary schedule presented to the divisional board. The committee also had requested clarification of the present casualty insurance coverage carried by the board. The divisional board has asked for time to consider the teachers' salary proposals which were unanimously approved by the teachers present. Considerable discussion followed on the principles of salary structure. Members expressed varying opinions on the question of merit pay.

Grande Prairie Local

At the February meeting of the local, held in St. Joseph's Academy, Mrs. J. O'Brien presented her report regarding Education Week. A program has been arranged under which different persons have been asked to give a fourteen-minute talk each day of the week over the local radio station, CFGP. Resolutions to the Annual General Meeting were also discussed. An interesting discussion followed Mr. Wengreniuk's report on the recent salary negotiations meeting. The March meeting of the local will take place in the Grande Prairie High School.

High Prairie Local

Members of the executive committee of the local held a general business meeting at High Prairie on January 15. A brief was planned by the salary negotiating committee.

Innisfail Sublocal

Officers of the sublocal are: Mrs. V. Brogan, president; Miss J. Viney, vice-president; and Miss Verle Michaluk, secretary-treasurer. Bill Burch is councillor. Meetings are to be held the second Thursday of each month at Innisfail.

At the second monthly meeting held recently reports were given by Mr. Kvisle on a councillors' meeting held on January 10, by Miss Viney on a recent salary negotiating meeting, and by Bill Burch on the special teachers' institute he had attended.

Killam Local

Members of the local met in Daysland on February 18. H. E. Carroll was in the chair. M. W. McDonnell was nominated for geographic representative. A motion was passed to have resolutions for the Annual General Meeting channelled through the local to the district representative. It is proposed that the representative then meet with the teachers to discuss the resolutions. R. J. Leskiw reported on the Banff workshop and Gordon Rancier gave a progress report on salary negotiations. C. R. Laing spoke to resolutions which were sent to the geographic representative. The distribution of local funds to sublocals was reviewed. The secretary was instructed to write Head Office regarding expenses formerly incurred in salary negotiations. Mrs. A. M. Nichols and Mrs. G. Kapler served lunch.

Lac Ste. Anne Local

The first meeting of the new executive was held at the Beupre School, Onoway, recently. Members present were: Chairman C. A. Weekes, Secretary-Treasurer F. J. Woodhouse, and P. L. Baxter, T. F. Johnson, D. Ray, J. Shinkaruk, and C. Truckey.

The following nominations for the provincial executive elections were made: G. S. Lakie as president, H. J. M. Ross as vice-president, and R. Staples as district representative for the Edmonton District constituency.

The possibility of zone salary negotiations being carried on again this year was discussed. T. F. Johnson and C. Truckey were appointed to attend any zone meetings which may be held. Mr. Woodhouse called attention to the fact that the election of a public relations committee chairman had been overlooked at the annual meeting in October. Mr. Baxter was appointed chairman of this committee.

Mannville-Minburn Sublocal

Members held a one-day bonspiel at the Buffalo Coulee curling rink on February 12. Seven teams consisting of teachers and their escorts participated in a left and right draw. Winners of the primary event were A. Myhre and Mrs. Doherty, Mrs. Morrison and Mrs. Ross. The secondary event winners were R. Rustad, H. Doherty, Mrs. Drury and Mrs. Rostron. A delicious lunch and coffee between games were provided by

June 13

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the Buffalo Coulee teachers. Another spiel is planned for a later date at Mannville.

Northeast Calgary Rural Sublocal

The first meeting of this newly organized sublocal was held in the Beiseker School on February 17. The co-terminous boundaries revisions have made reorganization of the sublocals in this area necessary. The sublocal is now composed of an area formerly in the Wheatland School Division as well as the former northeastern section of the Calgary School Division. The present executive will continue for the balance of the school year.

A motion was passed unanimously supporting the Wheatland Local's nomination of L. R. Workman as representative for the Calgary District constituency. Lorne Bunyan led a discussion on spring track meets and tentative plans were made for the holding of three local eliminations to be followed by a meet of the winners. Details were left in the hands of a committee.

The testing program in the Calgary School Division will be discussed at the next meeting which will be held in the Crossfield School. It was decided to have a short discussion period on the teachers' code of ethics at each of the next three meetings.

Peace River Sublocal

President Robert Hupfer gave a report on the psychological tests to be administered voluntarily in Grades IX and X. Ronald Seward reported on the executive meeting held at Dixonville on January 21. The question of salaries came up for discussion. A second quiz prepared by Mr. Hupfer on *The School Act* was enjoyed by the teachers.

Red Deer Composite High School Sublocal

On the evening of February 18 the sublocal held a social get-together in the library of the new high school. The program consisted of games, contests, novel-

ties, and dancing. Besides the teachers and wives, Superintendent and Mrs. R. V. McCullough and all members of the divisional board and their wives were guests of the sublocal and joined in the fun. The Home Economics students served lunch.

Sundre Sublocal

The February meeting of the sublocal was held at the home of Mrs. Jean Gochee in Sundre. The group discussed the value of questioning, primarily for stimulating mental activity. A short time was also spent discussing report cards and how they might be improved.

Nutrition Education

(Continued from Page 15)

are thankful. But are we beginning to sit back and admire the progress we have made, instead of looking forward to see how much more education is necessary before our health and nutrition problems are solved?

Dr. Patricia Anne Solberg, in reporting to the Canadian Education Association on the place of nutrition education in Canadian school curricula, offers a challenging, parting thought.

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Secretary's Diary

January and February were busy months for meetings for members of the Executive Council.

The Co-ordinating Committee of the Department of Education met on January 14, to discuss proposed amendments to *The School Act*, and a summary of the report of the committee on the relationships between principals, superintendents and high school inspectors. F. J. Edwards, G. S. Lakie, Lars Olson, H. J. M. Ross, F. J. C. Seymour, W. Roy Eyres and I represented the Association at this meeting. The committee met again on February 23, to discuss collective bargaining. At this meeting we were told by the Minister that *The School Act* would be amended "To prohibit a teacher participating in a strike, from entering into a contract until the strike has been settled or he has been released by the board involved in the strike."

The trustees approved the Minister's suggestion. The teachers opposed it.

The minister also informed the committee of another amendment to *The School Act* "To require a teacher under contract to a board and making a contract with another board to tender his resignation to the first board within eight days of the completion of the new contract."

The ATA Curriculum Committee met on January 15 at Barnett House. This committee is made up of the ATA representatives on the Elementary, Junior High and High School Curriculum committees, the General Curriculum Committee, the High School Examinations Board and the High School and University Matriculation Examinations Board. The committee discussed the course in curriculum making to be presented at the 1955 Banff Workshop, and a recommendation to the Executive Council that all resolutions regarding curriculum be forwarded to the committee immediately following the Annual General Meeting.

Mr. H. J. M. Ross, representing the **ATA Committee on Housing**, attended a meeting with Hon. Robert H. Winters, Minister of Public Works, officials of Central Mortgage and Housing Corporation and R.

F. L. Hanna, member for Edmonton-Strathcona, in Ottawa, January 19 to 21.

The CTF Board of Directors met in Ottawa on January 19 to 21. Mr. Edwards attended as our representative. **The CTF Committee** of the ATA met in Barnett House on February 19, and discussed CTF resolutions, the CTF constitution and a statement prepared by Ontario regarding its views of the CTF.

The Alberta School Inspectors' Association held its annual dinner on January 26. The president and I were guests.

A committee of the **Board of Teacher Education and Certification** met on January 28 to discuss regulations for permanent certification of teachers and student teachers.

The Lethbridge District Council met on January 29. Mr. R. B. McIntosh of Taber was chairman. Mr. Edwards, Mr. Lakie and I also attended.

The Westlock-Barrhead Convention, which I attended, was held on February 3 and 4. Mr. Edwards, Mr. Seymour and I attended the **Calgary City Convention** on February 7 and 8, and the **Edmonton City Convention** on February 10 and 11. Dr. David H. Russell of the University of California was the ATA guest speaker at the Calgary and Edmonton conventions. Dr. Russell is the author of a number of educational books, and the publishing house of Ginn and Company entertained at tea for Dr. Russell in both Calgary and Edmonton. While in Calgary, Mr. Seymour, Mr. Edwards and I interviewed a number of teachers and discussed personal problems, especially pensions, with them.

The Discipline Committee met on February 12, to hear three cases of teachers being charged with professional misconduct.

The Executive Council of the Alberta Teachers' Association met on February 25 and 26. Some of the items of business were, reports of the Finance, Curriculum and CTF Committees, the report of the Discipline Committee, proposed plan for ATA scholarships and the professional assistance program, pensions, resolutions to the AGM, and insurance. Barnett House was broken into on February 19. Little damage was done. Adequate insurance was taken out on the Monday following the break-in.

The AGM will be held in Edmonton on April 11, 12 and 13, and preparation for the meeting is almost completed, including Financial Reports, Report of the General Secretary, and other reports.

Ernie Ansley